

# Albertus Magnus College

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NEW HAVEN, CONNECTICUT



## 2013–2014 COURSE CATALOGUE

### Graduate Programs

#### Division of Professional and Graduate Studies

A Catholic College in the Dominican Tradition



# ALBERTUS MAGNUS COLLEGE



## Graduate Programs Catalogue Division of Professional and Graduate Studies 2013–2014

Graduate Programs  
Division of Professional and Graduate Studies  
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# ALBERTUS MAGNUS COLLEGE



## Graduate Programs

**S**t. Albert the Great, the patron of Albertus Magnus College, was born about 1200 into the family of the counts of Bollstadt at Lauingen in Swabia. After a few months of study at Bologna and Padua, he entered the recently founded Dominican order in 1223. For the next three decades he studied and taught in Paris and Cologne, where the young Thomas Aquinas was among his students. In 1254, Albert was elected prior provincial of Germany and soon after was appointed papal theologian and named Bishop of Ratisbon. Yearning for the academic life, he resigned his episcopal appointment in 1262 and returned to Cologne for a life of prayer and study. Albert died in Cologne in 1280.

According to a contemporary, Albertus was a man “so superior in every science that he can fittingly be called the wonder and miracle of our time.” His encyclopedic writings include works on physics, geography, astronomy, chemistry, biology, philosophy, and theology. He was a major figure in the introduction of the work of Aristotle to the Latin West and was instrumental in the acceptance of human learning as an essential handmaid to theology. In 1933, Albert was proclaimed a saint and doctor of the Church.

In the tradition of St. Albert, the College strives to promote the search for truth in all its dimensions, providing men and women with the opportunity to pursue a higher education that is both humanistically broadening and practical in its application.

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*Cover: In the St. Albert Atrium of the Tagliatela Athletic Center, a 20-foot high water wall is etched with the Latin titles of Albert's works. A variable-speed pump, controlled by a network computer, regulates the water flow based on tides in the New Haven Harbor. Photo by Carolyn Behan Kraus '86.*

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# Accelerated Degree Program Calendar 2013–2014

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## FALL 2013 MOD 1

Monday/Wednesday	August 26 (M)–October 16 (W)
Tuesday/Thursday	August 27 (T)–October 17 (Th)
Saturday	August 31–October 19
Monday	September 2 <b>Labor Day (College Closed)</b>

**Inter Mod Recess**      **October 20–October 27**

## FALL 2013 MOD 2

Monday/Wednesday	October 28 (M)–December 18 (W)
Tuesday/Thursday	October 29 (T)–December 19 (Th)
Saturday	November 2–December 21
Wednesday–Friday	November 27–November 29 <b>Thanksgiving Break</b>

**Christmas Recess**      **December 22, 2013–January 12, 2014**

## FALL 2013 MASTER OF ART THERAPY TERM

Thursday	August 22 <b>Orientation</b>
Monday	August 26 <b>Classes Begin</b>
Monday	September 2 <b>Labor Day (College Closed)</b>
Monday	October 14 <b>Columbus Day (No Classes)</b>
Tuesday–Sunday	November 26–December 1 <b>Thanksgiving Break</b>
Wednesday	December 11 <b>Last Day of Classes</b>

## SPRING 2014 MOD 3

Monday/Wednesday	January 13 (M)–March 5 (W)
Tuesday/Thursday	January 14 (T)–March 6 (Th)
Saturday	January 18–March 8
Monday	January 20 <b>Martin Luther King Day (College Closed)</b>
Monday	February 17 <b>Presidents' Day (College Closed)</b>

**Inter Mod Recess**      **March 9–March 16**

## SPRING 2014 MOD 4

Monday/Wednesday	March 17 (M)–May 7 (W)
Tuesday/Thursday	March 18 (T)–May 8 (Th)
Saturday	March 22–May 10
Thursday–Friday	April 17–April 18 <b>Easter Break (College Closed)</b>
Sunday	May 18 <b>Commencement</b>

**Inter Mod Recess**      **May 11–May 26**



**SUMMER 2014 MOD 5**

Monday/Wednesday	May 28 (W)–July 16 (W)
Tuesday/Thursday	May 27 (T)–July 17 (Th)
Saturday	May 31–July 19
Monday	May 26 <b>Memorial Day (College Closed)</b>
Friday	July 4 <b>Independence Day (College Closed)</b>

**SUMMER 2014 SIX-WEEK ONLINE**

Monday/Wednesday	June 9 (M)–July 16 (W)
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**SPRING 2014 MASTER OF ART THERAPY TERM**

Wednesday	January 22 <b>Classes Begin</b>
Spring Break	March 8–March 15
Thursday–Friday	April 17–April 18 <b>Easter Break (College Closed)</b>
Thursday	May 8 <b>Last Day of Classes</b>
Sunday	May 18 <b>Commencement</b>

**SUMMER 2014 MASTER OF ART THERAPY TERM**

Saturday	May 24 <b>Classes Begin</b>
Monday	May 26 <b>Memorial Day (No Classes)</b>
Friday/Saturday	July 4–July 5 <b>July 4th (College Closed)</b>
Monday	July 21 <b>Last Day of Classes</b>

# Accelerated Degree Program Calendar 2014–2015

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## FALL 2014 MOD 1

Monday/Wednesday	August 25 (M)–October 15 (W)
Tuesday/Thursday	August 26 (T)–October 16 (Th)
Saturday	August 30–October 18
Monday	September 1 <b>Labor Day (College Closed)</b>

**Inter Mod Recess**      **October 19–October 26**

## FALL 2014 MOD 2

Monday/Wednesday	October 27 (M)–December 17 (W)
Tuesday/Thursday	October 28 (T)–December 18 (Th)
Saturday	November 1–December 20
Wednesday–Friday	November 26–November 28 <b>Thanksgiving (College Closed)</b>

**Christmas Recess**      **December 21, 2014–January 11, 2015**

## SPRING 2015 MOD 3

Monday/Wednesday	January 12 (M)–March 4 (W)
Tuesday/Thursday	January 13 (T)–March 5 (Th)
Saturday	January 17–March 7
Monday	January 19 <b>Martin Luther King Day (College Closed)</b>
Monday	February 16 <b>Presidents' Day (College Closed)</b>

**Inter Mod Recess**      **March 8–March 15**

## SPRING 2015 MOD 4

Monday/Wednesday	March 16 (M)–May 6 (W)
Tuesday/Thursday	March 17 (T)–May 7 (Th)
Saturday	March 21–May 9
Thursday–Friday	April 2–April 3 <b>Easter Break (College Closed)</b>
Sunday	May 17 <b>Commencement</b>

**Inter Mod Recess**      **May 10–May 25**

## SUMMER 2015 MOD 5

Monday/Wednesday	May 27 (W)–July 15 (W)
Tuesday/Thursday	May 26 (T)–July 16 (Th)
Saturday	May 30–July 25
Monday	May 25 <b>Memorial Day (College Closed)</b>
Saturday	July 4 <b>Independence Day (College Closed)</b>

## SUMMER 2015 SIX-WEEK ONLINE

Monday/Wednesday	June 8 (M)–July 15 (W)
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# The College

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## Statement of Mission of Albertus Magnus College

The mission of Albertus Magnus College is to provide men and women with an education that promotes the search for truth in all its dimensions and is practical in its application. Founded by the Dominican Sisters of Saint Mary of the Springs (now the Dominican Sisters of Peace), Albertus Magnus College, faithful to its Catholic heritage and the Judeo-Christian tradition, remains dedicated to providing an opportunity for learning which responds to the academic needs and ethical challenges of its students and of society.

This mission of Albertus Magnus College derives from the intellectual tradition of the Dominican Order whose essential charism is the search for truth (Veritas). Reflective of the dedication and commitment to service of our founder and sponsor, we at Albertus assume responsibility for the fulfillment of our particular service as an academic community. Principles that guide our mission and purpose include the following:

- The College embraces the Liberal Arts tradition and is committed to a vibrant curriculum, including a General Education program, which is both scholarly and humanistically enlarging.
- The College encourages students to participate in academic internships, practica and relevant work experiences as preparation for meaningful careers.
- The College strives to bring together a richly diverse student body and cultivates an atmosphere of mutual respect and ethical behavior.
- The College fosters close, positive interaction between faculty and students, thereby offering broad opportunities for challenge and growth.
- The College provides an educational environment dedicated to enhancing each student's development, both as an individual and as a member of society.
- The College prepares students to become responsible, productive citizens and lifelong learners, encouraging them to contribute to their communities and to become moral leaders in a complex world.

## Goals

In its strong commitment to a liberal arts curriculum, the College affirms its fidelity to the life of the human mind and spirit. At Albertus we believe that training in the liberal arts is excellent preparation for life. A liberal arts background not only enriches one's daily existence, but also offers a firm foundation for mastery, either in college or afterwards, of vocational skills and the ability to utilize ever-changing technology.

At Albertus the learning experience is a joint effort in which both faculty and students take part. The Albertus community prides itself on its intellectual excellence, its high ideals, and its recognition of each person as a unique individual of dignity and worth, to whose development and achievements the college years are directed.

The total program of the College has as its purpose an education for a fuller person-allife, for sensitive and worthwhile participation in a democratic society, and for carrying out the Dominican ideal: the search for truth in all its dimensions.

## History

The Dominican Sisters of St. Mary of the Springs, who are now known as the Dominican Sisters of Peace, purchased an estate in 1924 at 700 Prospect Street, New Haven, to found a women's college. They named the mansion on the property Rosary Hall. The College's charter was signed on July 13, 1925. The first classes were held in Rosary Hall on September 24, 1925.

Since 1926, the College has acquired several mansions that are now used for student housing and administration. The construction and purchase of other buildings has freed Rosary Hall from many of its former uses, and it serves today as the College's library. Dominican Hall, a residence dormitory, was completed in 1960. In 1965, Aquinas Hall was opened as the main academic building, and in 1970 the Campus Center became the hub of social activity.

In 1985, the Board of Trustees voted to admit men to all programs. Also in that year, the offerings of the Continuing Education program were expanded to an Accelerated Degree Program to make the College a more valuable resource to the working men and women of greater New Haven.

The Cosgrove, Marcus, Messer Athletic Center opened in 1989. The indoor sports and recreation center houses a pool, a gymnasium and indoor track, racquetball and volleyball courts, weight and dance rooms, and other facilities. The Center is part of a six million dollar athletic complex which also features soccer and softball fields, an outdoor track, and tennis courts.

In 1992, Albertus began offering its first graduate degree through the Master of Arts in Liberal Studies Program. Today, there are eight graduate degree programs.

The New Dimensions Program began in 1994. It is an alternative educational delivery system permitting working adults to obtain their Associate's, Bachelor's and Master's degrees in Management at an accelerated pace.

In 2005, the College opened its new Mary A. and Louis F. Tagliatela Academic Center.

Today, Albertus has an enrollment of nearly 1,700 students—508 in the traditional day program, 848 in undergraduate adult degree programs and 311 in its graduate programs. Ninety-two percent of its students are enrolled on a full-time basis.

In 1969, the College's Board of Trustees was reorganized so that today 80 percent of its members are lay people; the other 20 percent consist of members of the Dominican Sisters of Peace. The College remains true to its Dominican heritage and continues to be dedicated to the search for truth in all its dimensions.

### ***The Presidents of Albertus Magnus College***

Sister Dolorita Carton, O.P. 1925–1929

Sister Isabel Oger, O.P. 1929–1935

Sister Anacletus Oger, O.P. 1935–1938

Sister Isabel Oger, O.P. 1938–1941

Sister Uriel Conlon, O.P. 1941–1944

Sister Mary Samuel Boyle, O.P. 1944–1947

Sister Irmina Longstreth, O.P. 1947–1949

Sister Coralita Cullinan, O.P. 1949–1953

Sister Lucia Deku, O.P. 1953–1956

Sister Marie Louise Hubert, O.P. 1956–1971

Dr. Francis Horn 1971–1974

Sr. Francis de Sales Heffernan, O.P. 1974–1982

Dr. Julia McNamara 1982–Present

## **The Tradition of Honor**

The ideal of honor is an integral and important part of college life at Albertus. Honor implies that each member of the College has a personal responsibility to abide by and to uphold the policies of the College. Its practice extends to every aspect of college life. The spirit of honor encourages a strong sense of mutual responsibility, respect, trust, and fairness among all the members of the campus community.

Students in the Graduate Programs are expected to act within the Tradition of Honor and follow all academic rules and regulations. The procedures which guide the College's actions with respect to academic dishonesty by students in the Graduate Programs are detailed in the Academic Regulations section of this catalogue.

## **The Albertus Community**

Albertus Magnus College stresses excellence, access and innovation in higher education. Welcoming students of all races, creeds, and countries of national origin, the College has a tradition of designing specially tailored programs for students at different stages of their post-secondary education. Albertus Magnus offers three different major program delivery systems that are designed to meet the specific needs of discrete groups of learners. Each program embodies the College's commitment to promoting lifelong learning by providing an education that enables students to pursue truth in all its dimensions that is also practical in its application.

The Albertus Magnus College Traditional Undergraduate Day Program is the heart of the College, a semester-based undergraduate experience at our New Haven campus. Assisting students to develop insight into the world and their place in it, the Day Program stresses the Liberal Arts as a foundation for the skills, knowledge, and dispositions needed to build meaningful lives and careers. Featuring small class sizes, personalized attention from highly qualified faculty who are masters of their disciplines and the craft of teaching, the Day Program offers twenty-three majors in the Liberal Arts and Sciences, Business and Education.

The Division of Professional and Graduate Studies offers two programs. The first, the Accelerated Degree Program, located on the main campus, is designed specifically to meet the needs of the adult learner. The program features a flexible scheduling system that permits students to attend on either a full- or part-time basis. Innovative approaches to adult learning combine the convenience of online instruction with the personalized classroom attention that is a hallmark of the Albertus experience. The Program offers thirteen major Liberal Arts and Business Programs through its accelerated bachelor's degree program. A total of eight graduate programs include a Master of Arts in Art Therapy (the only program of its kind in Connecticut), a Master of Fine Arts in Writing, a Master of Business Administration, a Master of Science in Education, a Master of Science in Human Services, a Master of Arts in Leadership, a Master of Arts in Liberal Studies, as well as a post-masters Advanced Alternative Preparation (AAP) program leading to certification as a Literacy Specialist in Reading/Language Arts.

The New Dimensions Program is another specialized program in the Division specifically designed for working professionals. It provides an innovative, non-traditional approach to learning that includes branch campus settings designed for enhanced access, non-standard terms with rolling starts, and a student-centered, team-based course methodology. Designed to minimize structural hurdles and provide a clear pathway to educational achievement, this fast-paced program permits students to focus on one course at a time while maintaining full-time status in the pursuit of undergraduate and graduate education. Degree programs offered are the associate and bachelor degrees in Business Management, a bachelor's degree in Business Management with a concentration in Health Care Management, bachelor degree programs in Criminal Justice and Human Services, a Master of Science in Management and Organizational Leadership, a Master of Business Administration, a Master of Arts in Leadership, and a Master of Science in Education.

The full-time faculty number 42, 74 percent of whom hold doctoral or terminal degrees. Forty-three percent of the faculty who are specialists broaden the available educational opportunities as part-time faculty members. The student-faculty ratio is 16.5:1. Each student receives personal attention, and academic and career counseling are emphasized. Small classes afford ample opportunity for full participation, questioning, self-expression, discussion, and helpful early recognition of a student's strengths and weaknesses. Students and faculty learn to know each other and to work together.

## The Academic Year

Graduate programs on campus have two major scheduling formats. The Master in Art Therapy Program runs in the evening on a traditional fall and spring semester basis, plus a special summer session. The Master of Fine Arts in Writing runs on the traditional fall and spring semester schedule with on ground classes held on Saturdays three times a term. In all other graduate programs the academic year is composed of five modules, enabling students to earn thirty credits during the academic year and thus maintain a full-time status while attending in the evening.

## Location

The choice of New Haven as the site of Albertus Magnus College is in harmony with the goals and ideals of the institution. A cosmopolitan city with a continuing tradition as a national educational and cultural center, New Haven, located halfway between New York and Boston, has in recent decades added to its already distinguished reputation by notable new developments in many fields. Its programs in urban and regional planning, in social action, and in health care have attracted wide and favorable notice. Long a center of arts and letters, the city has always offered a variety of opportunities in these fields. New Haven is a college town, and much activity is planned for the benefit of the students from all of the five area colleges and universities. Lectures and musical performances presented by well-known figures as well as a variety of college sporting events draw large audiences. The city has some of the finest theatres in the country, including the award-winning Long Wharf and Yale Repertory theatres. The Yale Art Gallery, the Yale Center for British Art (which houses the largest collection of British art, rare books and sculpture outside Great Britain), museums, and movie theatres are equally accessible.

## Accreditation

Albertus Magnus College is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education, a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for assessment of institutional quality periodically applied through peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION  
 New England Association of Schools and Colleges  
 3 Burlington Woods Drive, Ste 100  
 Burlington, MA 01803-4514  
 781-425-7700 E-Mail: [cihe@neasc.org](mailto:cihe@neasc.org)

In addition, A.S., B.S., and M.B.A. Business Programs at Albertus Magnus College (Day Program, Accelerated Degree Program, and New Dimensions) are nationally accredited by the International Assembly for Collegiate Business Education. The Master of Arts in Art Therapy Program is accredited by the American Art Therapy Association.

## Complaint Resolution

Albertus Magnus College is committed to the appropriate resolution of complaints and has policies and procedures for addressing grade appeals, faculty and non-faculty grievances, student grievances, academic dishonesty, sexual harassment, and misconduct. These policies may be found in the relevant student, faculty, and employee handbooks and on the College's website under policies and procedures.

In the event that there is a complaint against the college, the following accrediting and state agencies are available to handle student's complaints:

State of Connecticut  
 Department of Higher Education  
 61 Woodland Street  
 Hartford, CT 06105-2326  
<http://www.ctohe.org/StudentComplaints.shtml>  
 Regional Accrediting Body:  
 New England Association of Schools and Colleges  
 3 Burlington Woods Drive, Ste 100  
 Burlington, MA 01803-4514

Business Programs at Albertus Magnus College (Day Program, Accelerated Mod Program, and New Dimensions) are nationally accredited by the International Assembly for Collegiate Business Education.

The Master of Arts in Art Therapy Program is accredited by the American Art Therapy Association.

## Memberships

Albertus Magnus College holds institutional memberships in the:

American Alumni Association

American Art Therapy Association

American Association of College Admissions Counselors

American Association of Collegiate Registrars and Admissions Officers

American Association of Graduate Schools of Liberal Studies Programs

American Council on Education

Association of American Colleges and Universities

Association of Catholic Colleges and Universities

College Entrance Examination Board

Conference of Small Private Colleges

Connecticut Association for Continuing Education

Connecticut Conference of Independent Colleges

Connecticut Consortium to Enhance Learning and Teaching

Connecticut Distance Learning Consortium

Connecticut United for Research Excellence

Council for Adult and Experiential Learning

Council for the Advancement and Support of Education

Council for the Advancement and Support of Education Affiliated Student Advancement Programs

Council of Independent Colleges

International Assembly for Collegiate Business Education

National Association of Academic Advisors

National Association of Foreign Student Advisors

National Association of Independent Colleges and Universities

National Catholic Educational Association

National Commission on Accrediting

New England Association for Cooperative Education and Field Experience

New England Faculty Development Consortium

United States Association for Small Business and Entrepreneurship



## Facilities and Campus Services

### ***ACT 2 Theatre***

Located near the Campus Center, the ACT 2 Theatre provides a setting for works in drama. The theatre seats 90 persons and also houses work and construction areas, dressing rooms and other auxiliary facilities.

### ***Aquinas Hall***

Originally built in 1965, Aquinas Hall is the chief academic and administrative building on campus. A new wing housing the Division of Professional and Graduate Programs, Bree Common, and state-of-the-art classrooms was added in 2009. Included in the building are classrooms, seminar rooms, computer facilities, offices, lounges, academic computer labs, and computer classrooms, all of which are wired for computer utilization, Internet connections and document projection.

### ***Cosgrove, Marcus, Messer Athletic Center***

The Cosgrove, Marcus, Messer Athletic Center has 60,000 square feet of athletic and recreational facilities. Included in the Athletic Center is a six-lane, 25-yard pool, complete with a Jacuzzi® that is located on the pool deck. The Center also houses a large double gymnasium, three racquetball courts, a state-of-the-art fitness center, dance room, classroom, and six locker rooms.

### ***Hubert Campus Center***

This modern building is an important focal point for the entire College community. Opened in 1970, it offers a wide range of modern facilities and services: the Behan Community Room for multi-purpose usage; the Margaret L. MacDonough Art Gallery; a campus bookstore; a central mail room and telephone exchange; game and conference rooms; career counseling center; offices; lounge areas; the De Dominicis Dining Hall; several private dining rooms; the House of Bollstadt; and a health clinic.

### ***Mary A. and Louis F. Tagliatela Academic Center***

This 18,000-square foot Academic Center, which opened in January, 2005, was designed as a state-of-the-art facility to support the continued growth of academic programs at Albertus Magnus College. The building includes multi-disciplinary learning areas, a teaching amphitheatre, a CIS suite, communications studio and suite, and science classrooms and labs. A two-story atrium—dedicated to St. Albert the Great—provides communal space for student, alumni and community activities.

### ***McKeon Hall***

McKeon Hall is used for receptions, meetings, and other College functions.

### ***Mohun Hall***

Mohun Hall houses the administrative offices of the President, Admission, and the Advancement Division of the College, including the offices of Communications, Development, Alumni Relations, and Marketing.

### ***Library (Rosary Hall)***

The Library at Rosary Hall is located in the most historic building on campus, at one time the largest existing residence in New Haven. In this inspiring atmosphere, students, faculty, and staff alike are assisted by an enthusiastic team of library professionals dedicated to ACRL standards of information literacy. Students are guided to the most appropriate resources for their research needs, whether they be in the traditional print or digital formats (i.e., e-books and online databases). The online catalogue, e-books and databases

are available both in the library and from off campus. Wireless access is available to all students.

The library houses the Information Commons. The information commons supports collaborative learning through state-of-the-art technology, several C-pod stations as well as a smart-classroom area. The commons is designed with a variety of seating patterns for individual and group study, including a coffee-bar area.

The library provides access to more than 73 databases, 54,108 e-books, as well as print selections. Among the Library's many e-resources, patrons will find *Westlaw Campus Research*, *JSTOR*, *Project Muse*, *PsycINFO*, *Humanities International Complete*, *Thomson ONE Analytics*, *ValueLine*, *CQ Global*, and other databases providing students with access to more than 24,316 full-text e-journals. The growing e-book offerings are represented by *NetLibrary eContent Collection*, *elibrary collections*, *Academic Complete* and *Gale virtual reference Library*.

The Library's facilities also include student computer stations equipped with Internet, wireless, databases, *Microsoft Office* access and specific programs that support the curriculum. For more information, please call the Library at 203-773-8511.

**The College Bookstore**, located in the Hubert Campus Center, posts special evening and weekend hours to accommodate students in the Division of Professional and Graduate Studies. Regular hours are 9:00 a.m. to 6:00 p.m., Monday and Tuesday; 9:00 a.m. to 5:00 p.m., Wednesday and Thursday; and Friday 9:00 a.m. to 2:00 p.m. Books also may be purchased on-line from the Bookstore by going to [www.efollett.com](http://www.efollett.com). For more information, please call the Bookstore at 203-777-2478.

### **Computer Access and Usage**

Information technology is an integral part of the academic program at Albertus Magnus College. The Internet is available in each of the classrooms, which also has document and computer projection capabilities, audio/visual presentation systems, and in many cases, interactive whiteboards. In addition, the campus supports a wireless network, so students can access the Web or network software virtually anywhere on campus without the need for a physical connection. (Wireless network adapter hardware is required for access.)

The library catalogue is electronic and many of the library resources are available only through computer access.

Students may access library resources off campus by applying for an access card issued by the Library. In addition, most courses use eLearning, an online Course Management System to support instructional delivery. Therefore, all students entering Albertus Magnus College are strongly encouraged to have their own laptop or personal computer. Computers are available in the computer labs in Aquinas Hall and at stations throughout the Library.

### **myAlbertus Portal**

The myAlbertus Portal is the official communication platform between the students and the College. Once logged-in, students will have access to vital technological resources and information. It is the Division of Professional and Graduate Programs policy to require that all students use the myAlbertus Portal for access to their College Gmail accounts and courses in eLearning.

***Center For Teaching and Learning Excellence—Rosary Hall***

The mission of the Center for Teaching and Learning Excellence is to foster a collaborative learning environment in which students and faculty members may flourish by providing academic support services, learning opportunities beyond the classroom, and resources for cultivating sound pedagogical practices.

The Center contains resources to assist students in realizing their full academic potential, including an abundance of reference materials, print and online resources, the aid of Writing Associates (WA's) who provide "peer" consultations for student writers throughout the writing process, and math tutors. It is the home of the College's comprehensive Writing Program, which is designed based on the philosophy that writing facilitates learning and, thus, requires practice in disciplines other than college English. To support this concept, the significance of effective writing is emphasized first and foremost in courses designated as writing intensive ("W"), and more generally across the College curriculum. The Center also supports experiential learning initiatives, assists students with special needs, provides information literacy instruction, and assists faculty members in effective course design and implementation.

***St. Catherine of Siena Chapel***

The College's St. Catherine of Siena Chapel is located in Walsh Hall, adjacent to the Tagliatela Academic Center.

***Walsh Hall***

The recently renovated Walsh Hall now houses the College's St. Catherine of Siena Chapel and the Margaret L. MacDonough Board Room.

***Weldon Hall***

One of the original buildings on the property when the College was founded in 1925, Weldon Hall was completely renovated in 2006 to house Education Programs.

**Parking**

Parking is available in the lower campus near Aquinas Hall and the Campus Center. At the residence halls and library there is limited parking. Parking on College property is at the vehicle owner's risk.

# Graduate Programs Overview

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## Master of Arts in Art Therapy

The Master of Arts in Art Therapy (M.A.A.T.) program requires a total of 60 credit hours of coursework in art therapy, and psychology, in addition to a total of 725 hours of supervised field experience. The goal of the program is to prepare competent art therapists who can function both independently and as members of multidisciplinary treatment teams in a variety of settings. Both full-time and part-time students are admitted. The program is divided into two semester terms and a shortened summer term per academic year and can be completed within two and a half years by full-time students carrying 9–12 credits per term. Most courses are offered in the evening. Please refer to the Master of Arts in Art Therapy section of this catalogue for listings of the courses available in this program. Admission to this program is competitive.

## Master of Business Administration

The M.B.A. program has as its goals the production of graduates that exhibit highly developed analytical and communication skills, demonstrate mastery of vital tools and concepts used in the business environment, and are prepared to engage in ethical leadership in their chosen career fields. In keeping with the mission of Albertus Magnus College, the 48 credit program is one that is designed to be a formative process that assists students from a wide range of backgrounds gain access to higher education, acquire advanced academic skills and knowledge, and develop the capacity to be informed, effective, and ethical citizens. Classes are offered in an accelerated bachelor's degree program format, which consists of five eight-week modules during the calendar year. Full and part time study options are available. Please refer to the Master of Business Administration section of this catalogue for listings of the courses available in this program.

## Master of Fine Arts in Writing

The Master of Fine Arts in Writing program is designed to help students demonstrate a knowledge of the conventions of specific writing genres, develop an understanding of the creative process, exhibit knowledge of market trends in specific areas of professional writing, the ability to develop an effective project synopsis, outline, as well as submission materials that conform to industry expectations and standards, and to develop highly developed writing skills, and the ability to plan and execute a major project in a specific genre of writing. The Master of Fine Arts has a compelling curriculum and gifted instructors. Its most innovative feature, however, is the way in which the program has been designed. Combining the best aspects of face-to-face learning with the power of the Internet, the program provides maximum flexibility for students needing to balance the often conflicting demands of work and family responsibilities with their aspirations as writers.

## **Master of Science in Education**

The Master of Science in Education program seeks to strengthen the ability of provisionally certified teachers to work effectively in promoting literacy and academic achievement in the culturally and ethnically diverse environment of 21st century America. The program stresses the ability to seek out, understand, and apply insights from current educational research, with the fundamental goal of improving literacy levels of all students in our schools. The program will prepare individuals to assume leadership roles among their colleagues and within their school districts, particularly in initiatives related to differentiating instruction and improving student literacy levels.

## **Master of Science in Human Services**

The Master of Science in Human Services provides students with an education that will enable them to function effectively as psychosocial health professionals capable of assuming responsible positions in a variety of public and private agencies. Albertus Magnus College human service graduates will be empowered to use their advanced skills to offer assistance to clients within the context of their community and environment.

## **Advanced Alternative Preparation (AAP) for Literacy specialist in Reading/Language Arts Certification**

The Advanced Alternative Preparation (AAP) is a non-credit, non-degree program in which currently certified teachers receive a cross endorsement certification 102–Remedial Reading/Remedial Language Arts, Grades 1–12. The year long program includes intensive seminar work during two periods of summer study as well as additional clinical practice work during the academic year. The program is offered by Albertus Magnus College under the auspices of the Department of Higher Education’s Alternate Route to Certification Program.

## **Master of Arts in Leadership Program**

Grounded in the best tradition of the liberal arts, or “arts that liberate,” and professional disciplines, the Master of Arts in Leadership Program integrates concepts from philosophy, religion, organizational psychology, sociology, cultural anthropology, organizational theory and development, strategic management, political science, and human resource management—to provide participants with a strong base for effective leadership in a diverse and pluralistic society. The 33 credit-hour graduate program views leadership as a relational process that is inclusive of people and diverse points of view, is purposeful and builds commitment towards a shared vision, empowers those involved, and is rooted in ethical reasoning and cultural and self-awareness. The program goals are that participants will demonstrate skills in critical leadership areas. Participants in the Master’s in Leadership Program at Albertus Magnus College should be able to develop as visionary leaders who strengthen their organizations and communities by creating and nurturing cultures of reciprocal trust, ethical behavior, empowerment of colleagues, and service. The program balances theory and practice in focused seminars, practica and a Capstone Project, all aimed at developing the participant’s potential for communication, team leadership, building community, and the projection of vision rooted in ethical values. Classes are offered in an accelerated bachelor’s degree program format, which consists of five

eight-week modules during the calendar year. Full and part time study options are available. Please refer to the Master of Arts in Leadership section of this catalogue for listings of the courses available in this program.

## **Master of Arts in Liberal Studies**

The Master of Arts in Liberal Studies is a 33-credit graduate program that provides an alternative approach to continued learning for the mature student. It offers graduate-level study in the liberal arts to those who seek a broad, interdisciplinary approach to knowledge. The goals of the Master of Arts in Liberal Studies program are to promote a unified perspective of knowledge and encourage the freedom to explore themes across boundaries—which are important leadership attributes in any walk of life. Students in the Master of Arts in Liberal Studies program take a global approach to themes and issues, embracing disparate cultures and disciplines, rather than arbitrarily dividing them. Science may inform the study of art; Eastern philosophies may shed light on those of the West. By emphasizing comparative analysis and international concerns, the Master of Arts in Liberal Studies program can be an invaluable resource for students in understanding the emerging shape of this century. Courses are chosen from across four broad thematic areas. Classes are offered in an accelerated bachelor's degree program format, which consists of five eight-week modules during the calendar year. Full and part time study options are available. Please refer to the Master of Arts in Liberal Studies section in this catalogue for listings of the courses available in this program.

# Career Services

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## **Career Services—Hubert Campus Center, First Floor, Rooms 107 and 108**

The Office of Career Services provides a variety of programs designed to help students make appropriate career choices and career plans—at all points in their individual career development timetable. Students are guided to identify their career goals early on in order to find employment that enables them to utilize their individual talents and training. In addition, the Office of Career Services supports students as they develop skills for lifelong career planning. The resources in the Career Center connect students with information sources and employers. These career services are available to current Albertus students and alumni.

## **Career Counseling**

The Director of Career Services is available to work with students individually to develop plans for achieving career goals, introduce career information sources, relate the academic world to the working world, enhance career decision-making and goal-setting skills, and assist with any other career-related issues or concerns they may have. In addition, the Director assists students to develop skills in résumé and letter writing, job search methods, career research concepts, and interview techniques.

## **Self-Assessment**

The Office of Career Services utilizes standardized personality assessment instruments throughout the counseling and career planning process. These assessments help students to identify their skills, abilities, interests, personality characteristics, and career preferences. Results are used as a starting point for further career exploration.

## **Career Center**

The Career Center is the central location on campus for career planning information. Students have access to a career library where they can research career fields, graduate schools, and potential employers. Additional resources include current employment posting information as well as a computer workstation to conduct research and work on résumés and job search letters. The Career Center is located in the Hubert Campus Center, 1st Floor, Room 108.

## **Employment Opportunities**

Current employment opportunities from a wide variety of companies and organizations are posted in the Career Center. These opportunities are updated on an ongoing basis throughout the year.

**Important Information**

*Albertus Magnus College makes no representations or guarantees about positions listed by the Office of Career Services. Albertus Magnus College is not responsible for wages, working conditions, safety, or other aspects of employment at the organizations listed. It is the responsibility of each individual to research the integrity of the organizations to which they are applying, and use caution and common sense when following up on job leads. The Office of Career Services assumes no liabilities for acts or omissions by third parties or for material supplied by them. The links to other web sites from the Albertus Magnus College site are not under the control of the Office of Career Services; therefore, the Office of Career Services is not responsible for the contents of any linked site. The Trustees of Albertus Magnus College and the Office of Career Services shall not be responsible or liable, directly or indirectly, for any direct or indirect damage or loss caused by or in connection with use of or reliance on any such contents, products, or services available on or through such sites.*

**On-Campus Recruiting**

Local, statewide, and national companies participate in on-campus recruiting activities in the Career Center to directly connect students with employers seeking to fill open positions in many fields. Activities include employer information sessions and on-campus interviews.

**Career Workshops**

Workshops dealing with career-related topics are offered throughout the academic year as needed. Workshop topics include: résumé and letter writing, job search techniques, interview methods, and self-assessment concepts. These sessions are customized to meet students' needs.



# Admission

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## Who May Apply

Albertus Magnus College welcomes applications from students of all ages, all nationalities and all ethnic, racial, and religious groups.

## Admission Requirements

Consult specific programs for admissions criteria.

## Admission Process

Albertus Magnus College utilizes a “rolling admissions” system; therefore, students may apply throughout the year.

All application materials should be sent to the Director of the program to which the applicant is applying. See program details for this address.

All new student applications must be complete and submitted to the Director no later than two weeks prior to the start of a session. If an application is received after this timeframe, the new student will be considered for the next scheduled session.

# Financial Matters

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## Tuition and Fees

Costs vary by graduate program; please consult the individual program sections for details.

## Refund Policy

Payment of all fees is required at registration. To drop a course the student must come in person to the Division of Professional and Graduate Studies office to fill out an “Add/Drop” form and pay the \$10 fee at the time of dropping the course. Failure to attend class or merely giving notice to an instructor does not constitute an official withdrawal and may result in a penalty grade being recorded for the course. **There are no exceptions to this policy.**

Financial aid recipients may drop classes by paying the Add/Drop fee (this fee is not covered by financial aid). To add classes, students must meet with their financial aid officers in order to determine if they have sufficient aid available to cover the additional cost.

Students who drop classes during the 100% or 50% refund schedule (and do not add others) will retain a credit on their account to be used towards the next mod. Students wishing to be reimbursed must make their request through the Business Office by calling 203-786-3025 if they are self-pay, or the Financial Aid Office (203-773-8508) if they have received financial aid. Please note that the decision to drop classes during the 100% or 50% schedule may affect financial aid. Students who have financial aid should consult with the Financial Aid Office when deciding to drop a class.

Financial aid recipients must meet with their financial aid officers before adding or dropping a course (especially if there will be a change in enrollment).

Students will not be allowed to add a traditional, blended, or online course after the **second** class meeting.

Dissatisfaction with course content and/or instructor is not grounds for exception to the Refund Policy.

**Note: Students who are unable to successfully complete a course due to a medical or family emergency must send a letter to the Vice President along with appropriate medical documentation, etc. to be considered for a refund. All documentation must be submitted no later than 30 days after the course is completed.**

## **Tuition Charges Refund Schedule**

For students who withdraw, drop out, are dismissed, or take a leave of absence from the College, a refund schedule will be applied towards institutional charges. Please be aware that based on the refund calculations applied, a student is still responsible for any outstanding charges owed to Albertus Magnus College.

For specific refund schedules please see the details listed under the individual graduate programs.

Reminder: All fees (Registration Fee, Add/Drop Fee, Course Lab Fees, etc.) are non-refundable.

Any student who is a financial aid recipient prior to or at the time of withdrawal (withdrawal for financial aid purposes includes dropping or withdrawing from all registered courses within a given mod) must see the Director of Financial Aid. For further details, see the Financial Aid Refund Policy in the catalogue, or contact the Office of Financial Aid.

# Financial Aid

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## Office of Financial Aid

The Albertus Magnus College Financial Aid Office's mission is to serve the student body, provide financial means, promote financial knowledge, and facilitate access to higher education. The Financial Aid Office assists students in financing their education by using a variety of sources including: scholarships, grants, loans, and work-study programs.

## How to Apply for Financial Aid

To apply for financial aid at Albertus Magnus College, students must complete the Free Application for Federal Student Aid (FAFSA) form.

- The FAFSA form can be completed online at: [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
- Students will need to include the Albertus Magnus College school code: 001374
- Students must then also complete the institutional Financial Aid Application

Applications are available on myAlbertus or by contacting the Financial Aid Office.

Please note that financial assistance is dependent upon the actual federal, state, and institutional funds received by the institution each academic year.

It is also important to note that in order to receive financial aid in subsequent years, the FAFSA form must be completed annually, at least 6 weeks prior to the start of the Module. It is the responsibility of the student to make note of and complete this process annually.

## Need-Based Financial Aid

Need-based financial aid is based on a student's demonstrated financial need. Demonstrated need is defined as the Cost of Attendance (COA) minus the Expected Family Contribution (EFC).

## Financial Aid Awarding Process

Financial aid awards are released on a rolling basis. All financial aid recipients must have a completed file in order to have their account processed in a timely manner. Awards for an academic year are credited to the student's account by the Business Office per Module.

To qualify for most forms of financial aid, the student must be matriculated and enrolled for a minimum of 4.5 credits total during Module 1 and 2, or, Module 3 and 4. Please note that for Module 5 student must be enrolled for a minimum of 4.5 credits total. Financial aid is not available for one-week intersession courses.

## Types of Financial Aid Available

### ***Federal Loan Provisions***

New students must sign and complete a master promissory note, and complete a mandatory Entrance Loan Counseling interview before funds can be credited to their account.

**Federal Direct Stafford Loan (Unsubsidized)**

This is a non-need based federal loan. Repayment starts six months after graduation, or when a student falls below half-time enrollment. The interest rate is currently fixed at 6.8% but is subject to change. The borrower is responsible for paying all interest accrued from the time that the loan is disbursed.

**Federal Perkins Loan**

This loan program is funded by the federal government and is offered to students with high demonstrated financial need at a fixed rate of 5%. Repayment begins nine months after graduation. This loan may be subject to a loan origination fee.

**Graduate PLUS Loan**

Graduate and professional students may apply for this additional federal loan. The interest rate is currently fixed at 7.9% but is subject to change. This loan may be subject to a loan origination fee.

**Alternative Financing Options**

Please refer to the Albertus Magnus College website, [www.albertus.edu](http://www.albertus.edu), for the most up-to-date alternative financing options available.

**Student Financial Aid Ombudsman**

The SFA Ombudsman works with student loan borrowers to informally resolve loan disputes and problems. The Ombudsman helps borrowers having problems with the Stafford, PLUS, Direct, and Perkins loan programs, and can be reached by calling (877) 557-2575 or at: <http://www.sfahelp.ed.gov>.

**Satisfactory Academic Progress Standards****Satisfactory Academic Progress****Purpose**

Federal regulations (668.34) require institutions to establish a reasonable Satisfactory Academic Progress policy for determining a student's progression toward earning a degree. This policy is consistent with the College's graduation requirements. All Financial Aid recipients must maintain Satisfactory Academic Progress in order to receive federal, state, and institutional aid.

**Policy**

Students must maintain Satisfactory Academic Progress throughout the duration of their academic program to be eligible for federal, state, and institutional aid. Satisfactory Academic Progress is assessed by qualitative measure and is evaluated at the end of each completed academic year in the student's program. Qualitative measures are herein defined as a minimum cumulative grade point average of 3.0 at the end of the academic year, regardless of how many credits are accrued.

To be in good academic standing, graduate students must meet a minimum cumulative grade point average of 3.0.

The Financial Aid Office performs annual reviews of Satisfactory Academic Progress at the end of each academic year, at which time students who fail to meet the minimum

Satisfactory Academic Progress requirements outlined above will have their financial aid terminated. Students who fail to meet Satisfactory Academic Progress will receive written notification from the Financial Aid Office.

### ***Academic Appeal***

A student who believes his/her failure to meet the Satisfactory Academic Progress standards was due to extenuating circumstances beyond his/her control may appeal in writing to the Financial Aid Office. Students are encouraged to submit appeals as soon as possible after being notified of unsatisfactory academic progress.

Appeals should thoroughly describe the student's extenuating circumstances that contributed to his/her lack of Satisfactory Academic Progress; if appropriate, documentation to substantiate the circumstances should be attached. In addition, the appeal must include the measures the student plans to take to ensure that he/she will demonstrate Satisfactory Academic Progress at the next evaluation.

Once an appeal decision has been made, subsequent appeals will not be accepted for that academic year. Students who have submitted appeals will receive written notice of the appeal decision. Approved appeals will result in either probation or placement on an academic plan. Students who adhere to the approved plan will receive Financial Aid for the remainder of the academic year. Denied appeals will result in the termination of financial aid eligibility until the student demonstrates good academic standing.

## **Return of Title IV Funds (R2T4) Policy**

The Financial Aid Office at Albertus Magnus College recalculates federal, institutional, and state financial aid eligibility for any student who withdraws, drops, fails to return from a leave of absence, or is administratively withdrawn from the college prior to the end of a payment period. The Financial Aid Office performs a Return of Title IV (R2T4) calculation for all instances listed above to determine the earned and unearned portions of Title IV aid as of the date the student ceased attendance and is based on the amount of time the student spent in attendance. A prorated schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. Please note that after the 60% point in the payment period or period of enrollment, a student has earned 100% of the Title IV funds he or she was scheduled to receive during the period. The R2T4 calculation determines the percentage of aid earned by the student based on the number of calendar days attended divided by the amount of calendar days in the student's scheduled payment period. The Financial Aid Office will not recalculate aid if a student provides written intent to return to a module based program within 45 days of the end of their previously attended module. Additionally, institutional and state aid will be reviewed and recalculated in accordance with the institutional refund policy when appropriate.

### ***Official Withdrawals***

Students who wish to officially withdraw must contact the Registrar's Office and complete an Official Statement of Withdrawal Form. The date that the student begins the school's withdrawal process, or notifies the school of their intent to leave the program, is the date of determination. Upon a student's withdrawal, notification is provided to the Financial Aid Office. The last day of attendance is the last day the student attended class based on attendance records.

***Unofficial Withdrawals***

In unforeseen circumstances, when official notification is not received from the student, the date of determination will be the date that the institution becomes aware the student has ceased attendance. When a student fails to return from a scheduled break or Leave of Absence, the date of determination will be the date the student was expected to return. The last date of attendance will be determined from attendance records as the last day the student was present; an excused absence is not an acceptable last date of attendance.

***Leave of Absence***

When a student is on an approved Leave of Absence (LOA) from their program of study, and does not return to the program at their scheduled time, an R2T4 is required. A student on an approved LOA will not be considered withdrawn as long as the student returns on the scheduled date. The date of determination for a student who does not return from a LOA is the date the student was expected to return. The last date of attendance is the day the student ceased attendance prior to the LOA.

***Title IV Aid Disbursed***

The following funds are reviewed in a R2T4 calculation:

- Direct Unsubsidized Loan
- Federal Perkins Loan
- Parent/Graduate PLUS Loan

Funds are considered to be disbursed when they have been applied to a student account prior to the last date of attendance (LDA). Any of the above funds that were not applied to a student account prior to the LDA, and were scheduled to disburse within the payment period, are considered funds that could have been disbursed.

***Future Attendance: Programs Offered in Modules***

Programs that offer courses that do not span the entire length of the payment period are considered to be offered in modules. For a student who withdraws, but has intent to return within 45 days from the scheduled end of the module, an R2T4 is not required. A student must provide written and signed confirmation of his/her intent to re-enter.

***Timeframe******Returns***

After the return calculation is completed, the College returns any unearned Title IV aid to its originator within 45 days of the date of determination or last date of attendance whichever comes later. In cases when a refund is needed, the R2T4 calculation for a Direct Loan may result in an amount that includes pennies. Funds will be rounded to the nearest whole dollar amount, using standard rounding rules. That is, if the amount after the decimal point is \$0.50 or greater, round up to the next whole dollar amount. If the amount after the decimal point is less than \$0.50, simply truncate the cents. For example, if the R2T4 calculation following a borrower's withdrawal results in a return of \$2066.50, the school would round the amount upward to \$2067 and return that amount. If the R2T4 calculation resulted in a return of \$2066.40, the school would return \$2066.00.

***Post Withdrawal Disbursement***

If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a Post-withdrawal disbursement of the earned aid that was not received. Students eligible for a post withdrawal disbursement of Direct Loan funds will be notified of their eligibility within 30 days of their date of determination. The student's account will be reviewed, and their estimated owing balance will also be included in the notification. The student must accept or deny these funds within 10 days of notification; failure to accept within 10 days may result in cancellation of the aid. No disbursements will be made to the student's account after 180 days after withdrawal. Grant funds are not subject to approval by the student. Funds will be disbursed within 45 days of withdrawal. Please note that if a student has already received one disbursement of loan funds in their loan period, they are not eligible for a post withdrawal disbursement of loans.

***Repayment of Student Loan funds***

At all times, students are responsible for repaying loan funds that they have earned. If an R2T4 calculation results in an overpayment/uneared aid, the College will return the total percentage of federal loan funds it is responsible for. Additionally, the remaining percentage of federal loan funds that have not been earned, and are not the responsibility of the school to return, must be repaid by the student.

***Institutional Charges***

Institutional charges used in the R2T4 calculation are charges that were assessed during the payment period from which the student withdrew; these charges are generally paid directly to the college. In the event of a rate change, charges will be adjusted to reflect the change as of the date the office was notified. The following is a list of applicable charges included in a return calculation:

- Tuition
- Fees
  - Information Technology Fee
  - Activity Fee
  - Registration Fee

The following charges are not included in a return calculation:

- Books
- Insurance Fees
- Charges to a student's account for indirect educational expenses

For students who withdraw, drop out, are dismissed, or take a leave of absence from the College, the following refund schedule will be applied towards institutional charges. Please be aware that based on the refund calculations applied, a student is responsible for any outstanding charges owed to Albertus Magnus College. All fees (Application Fee, Registration Fee, Add/Drop Fee, Course Lab Fees) are non-refundable.

Mod Program (Eight week sessions):

- 100% refund—Prior to the second class meeting
- 50% refund—Prior to the third class meeting
- 0% refund—After the third class meeting



All students who are subject to an R2T4 calculation will receive a revised award letter detailing their eligibility after all necessary funds are returned. This serves as notification to the student that the return calculation has been completed.

## **Transfer Students**

Once a transfer student has filed his or her FAFSA and applied for matriculation, he or she must immediately forward all official academic transcripts to the Division of Professional and Graduate Studies.

## **Veterans' Benefits**

Veterans should submit all required documentation to the Registrar's Office, and can refer to the Veteran's Educational Information Page on the Albertus Magnus College website for more information.

## **Disclosure**

The College reserves the right to modify, change, disregard, suspend, or cancel any part of these policies or procedures. The policies and procedures listed above supersede those previously published. Please refer to myAlbertus or [www.albertus.edu](http://www.albertus.edu) for the most current version.

### ***For additional information please contact:***

Financial Aid Office  
Albertus Magnus College  
700 Prospect Street  
New Haven, CT 06511

Telephone: (203) 773-8508

Fax: (203) 773-8972

E-mail: [financial\\_aid@albertus.edu](mailto:financial_aid@albertus.edu)

Hours of Operation: Monday–Friday, 8:30a.m.–4:30p.m.

# Registration

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A student may register during the official registration period before classes. Online registration must be approved by a faculty advisor. All paper registration forms must be signed by the director of the student's graduate program and paid for at the time of registration. Tuition is paid at the business office on the first floor of Aquinas Hall (Room 101). Students that do not have financial arrangements in place will be considered pre-registered until they either pay for these courses directly, provide a company direct bill contract, or have their financial aid certified. If a student does not have financial arrangements in place two weeks prior to the first night of the module, the preregistration will be voided. After their registration form is signed and their tuition paid, students in the Master of Business Administration, Master of Fine Arts in Writing, Master of Science in Education, Master of Science in Human Services, Master of Arts in Leadership, and Master of Arts in Liberal Studies programs then go to the Office of the Division of Professional and Graduate Studies, located in the ground floor atrium of Aquinas Hall, to be officially registered for their courses if they have not registered online. Art Therapy students submit their registration forms in the departmental office. Courses are filled on a first-come, first-served basis. Students in the Master of Business Administration, Master of Science in Education, Master of Science in Human Services, Master of Arts in Leadership and Master of Arts in Liberal Studies may enroll for no more than 6 credits per mod. Students in the Master of Art in Art Therapy Program may register for no more than 13 credits per semester, subject to advisor approval. Students in the Master of Fine Arts in Writing may register for no more than 9 credits per semester, subject to advisor approval.

## Late Fee

A late fee of \$20 will be charged on all registrations that are received one week or less than one week prior to the beginning of each mod. The late fee will not apply to the first registration of a new student.

## Add/Drop a Course

By paying the \$10 fee and filling out the "Add/Drop" form, students may choose to add or drop a course after they have registered. Students wishing to add an additional course may do so before the **second** class meeting providing that the class is paid in full and they have obtained a signature by their advisor. Students wishing to add an online course may do so before the **first** class meeting providing the class is paid in full, and they have obtained a signature by their advisor.

Students wishing to drop a course may do so before the third class meeting and not have the course appear on their transcript. Students who drop a course are only eligible to receive their money back if it is officially dropped during the timeframe stated by the refund policy in this catalogue.

## Withdrawal from a Course

Students may withdraw from a course during the withdrawal period. During an eight-week course, the withdrawal period begins the second week of the mod and ends on the Friday of the sixth week. During a semester long course, the withdrawal period begins during the third week of the class and ends two weeks prior to the last day of class. *Students may only withdraw as indicated above. Withdrawals will not be accepted after these times.* Students who wish to withdraw must fill out a “Withdrawal Form” and pay the \$10 fee in the Division of Professional and Graduate Studies. A “WP” will appear on the student’s transcript, but it will not be considered in calculating the cumulative average. No credit or reimbursement is given for a “WP.”

## Attendance Policy

Albertus Magnus College has adopted the following attendance policy in order to promote student success and support the academic integrity of its programs:

- Class attendance will be taken in all accelerated bachelor’s degree program courses twice a week, regardless of whether the course is taught on ground, in a blended format, or online. All courses are treated as having two sessions per week.
- Students who are absent for the first four sessions of a course and have not officially withdrawn will automatically be administratively withdrawn from that course. Students who are administratively withdrawn will pay a \$250 Administrative Withdrawal Fee when they next register for courses. This penalty covers administrative costs and is meant to encourage students to officially drop courses so that other students can enroll in them during the add/drop period.
- Students who are absent for four consecutive sessions after having attended a course will receive letters notifying them of their absences and recommending that they officially withdraw. If students are absent for four consecutive sections and never return to class, they may be administratively withdrawn and charged the \$250 Administrative Withdrawal Fee.
- Students may withdraw from courses during the first six weeks of a session. They may not withdraw thereafter.
- Instructors have the right to set attendance policies for grading purposes. Instructors may reduce a grade or issue a failing grade in a course based upon a student’s attendance in the course.

Refund policies for the accelerated bachelor’s degree program are outlined in the Refund Policy sections of this Catalogue

## Administrative Withdrawal Policy

As mentioned above, students that never attend or “disappear” from their course/s by missing four or more consecutive class sessions will be administratively withdrawn and charged the \$250 Administrative Withdrawal Fee.

Students are allowed to be administratively withdrawn once during their studies at Albertus Magnus College. A student that is administratively withdrawn a second time in a new mod or semester will not be allowed to take more courses with Albertus Magnus College until the following conditions are met:

- 1) In addition to paying the \$250 Administrative Withdrawal Fee, the student must reapply to the program by filling out an application form and paying the \$50 fee.

- 2) A formal letter must be written explaining why the student had complications attending classes in the past and what efforts will be made in the future to guarantee regular attendance.
- 3) The student must meet with a Director in the Division of Professional and Graduate Studies.

# Academic Policies and Records

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## Grading System

Coursework in the graduate programs at Albertus Magnus College will be evaluated as follows: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C-(1.7), F (0)

Students receiving a final grade below a C (2.0) in any course will be required to repeat that course.

## Good Standing

Students who maintain at least a 3.0 average and receive no more than two course grades of C or below (2.0) are considered in good standing. Students with less than a 3.0 average or earning 3 or more C (2.0) course grades or below will be dismissed from the program.

The continued candidacy of a student not in good standing will come under review by the Program Director. Students must be in good standing to register for the final/capstone course. Students earning 3 or more C (2.0) course grades are eligible for program dismissal.

## Academic Review Policy

A student who has been academically dismissed has the right to appeal the dismissal in writing to the Program Director. If the Program Director grants the appeal, the student will be placed on academic review for one term. At the conclusion of the term, the student must have achieved a cumulative 3.0 average to remain in the program.

## Class Attendance

The attendance policies for each course are set by the instructor and these policies are specified in the syllabus, including the established relationship between attendance and grades. Excessive absences will be reported to the Program Director. Students are advised to attend class regularly and on-time in order to successfully complete their studies. Students that miss classes for two or more consecutive weeks in a row may be administratively withdrawn by the College.

## Grade Reports

Final course grades are posted on the My Albertus portal at the end of each mod or semester.

## Changes in Officially Recorded Grades

If an instructor requests a grade change after the Registrar has recorded it, the reasons for the request are to be presented to the Vice President for Academic Affairs. If a student wishes to challenge a grade, he or she must submit a written appeal to the appropriate program director within 15 days of the first day of classes in the module or semes-

ter immediately following the assignment of the grade. The appeal will be reviewed by the program director and the Vice President for the Division of Professional and Graduate Studies. The Vice President for the Division of Professional and Graduate Studies will make the final recommendation regarding grade disputes.

## Transfer Credits

Albertus Magnus College will accept a limited number of graduate credits from an accredited institution toward satisfying degree requirements. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a grade of B (3.0) or better within the last five years at a regionally accredited institution. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program.

## Degree Completion

In order to qualify for graduation from the Graduate Programs, all credits applied towards the master's degree must be completed within seven years from the time a student begins the program. Six months prior to the anticipated date of commencement, the candidates for degrees must:

1. Request in writing an official audit of credits (forms are available in the Office of the Division of Professional and Graduate Studies).
2. Pay the degree completion fee of \$150. This fee covers expenses associated with the awarding of degrees and must be paid regardless of participation in the commencement exercises or actual receipt of the diploma.
3. All tuition and fees must be paid in full prior to graduation. Students with outstanding balances will not be able to participate in commencement, receive a diploma, or have transcripts released.
4. All degree candidates must have completed all requirements to participate in commencement

## Graduation with Honors

Consult individual graduate programs for details.

## Incompletes

A student who has failed to fulfill requirements of a course because of serious illness or other justifiable cause may petition the instructor to grant an incomplete for the course. The "Request for Incomplete Grade" form must be filled out, approved by the instructor, and handed into the Office of the Registrar by the last Friday before the final week of class. A student must be doing passing work in the course at the time he or she requests an incomplete.

An incomplete must be cleared by the student by the end of the first month of the following mod or semester of enrollment, depending on the specific program schedule; otherwise, it becomes an F and will be indicated on the transcript as (I)F. If the student clears the Incomplete satisfactorily, the transcript will indicate this by the (I) followed by the grade received. In either case, the (I) becomes a permanent part of the student's record.

## Leave of Absence

Students who wish to take a leave of absence from a graduate program should fill out a Leave of Absence form (available in the Division of Professional and Graduate Studies Office) and return it to the Registrar's Office. It is important for Financial Aid students to notify the Financial Aid Office immediately about their plans to leave.

Students who return to a graduate program after five years or more must follow the curriculum of the current catalogue. Any student who returns in less than five years may choose to follow either the old curriculum that was in place when he/she left or the new, present curriculum. Program directors will help returning students pick the curriculum and classes that are in the students' best interests.

## Withdrawal from a Program

Students who decide to withdraw from a program must provide written notification to the director of the program. Students failing to enroll for four consecutive modules or two consecutive semesters will automatically be dropped from the program.

## Readmission to the College

Students who withdraw from the College of their own volition may apply for readmission through the specific graduate program.

## Transcripts

Transcripts are supplied at a fee of \$5 each. For same-day service, an additional \$10 fee per transcript is charged. If a request to mail a transcript by courier (Federal Express, UPS, etc.) is made, an additional fee to cover those costs will be charged.

## Academic Integrity in Graduate Programs

In accordance with the College's Tradition of Honor, academic dishonesty in the form of cheating, plagiarism or other actions will not be tolerated. All students are expected to understand and conform to College expectations for honesty and integrity in academic work and to understand what constitutes plagiarism.

Faculty allegations of academic dishonesty by a student will proceed as follows: (1) the parties involved in the dispute will first attempt to reach a solution on their own, and the resolution will be recorded in an Intellectual Honesty Form filed with the Office of the Vice President of Professional and Graduate Studies; (2) if the parties cannot reach a solution, then the faculty member will file a written Intellectual Honesty Form with the Office of the Vice President of Professional and Graduate Studies. This written document must contain specifics of the complaint and provide a basis for the proposed sanction and will be reviewed by the appropriate graduate program director. (3) The Vice President of the Division of Professional and Graduate Studies will review all relevant information, confer with the faculty member and graduate program director, and make a final recommendation to the faculty member within ten business days of the formal receipt of the written complaint. (4) The student will be informed of the result of the process within five business days after the Vice President has made the final recommendation.

Sanctions for academic dishonesty are as follows:

1. First offense: determined according to the process described above
2. Second offense: dismissal from the graduate program and the College

For other Academic Policies and Regulations, please consult the Albertus Magnus College Student Handbook on the College website. Students should be particularly aware of Academic Regulations, Academic Misconduct, Non-Academic Misconduct, and the Appropriate Classroom Conduct Code. All such policies and regulations apply to day students as well as evening students in the Division of Professional and Graduate Studies.

## Student Records

### ***NOTIFICATION of RIGHTS under FERPA***

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- (1) right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- (2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they would like changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); the National Student Loan Clearinghouse; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll. (FERPA requires an institution to make a reasonable attempt to notify the student of the records request



unless the institution states in its annual notification that it intends to forward records on request.)

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Albertus Magnus College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5920

## **Directory Information Notice**

The Office of the Registrar of Albertus Magnus College maintains academic records for all students. Access to these records is governed by the terms of the Family Educational Rights and Privacy Act of 1974. Copies of the College's policy are available from the Office of the Registrar on request.

In accordance with the Act, students have a right to withhold directory information by submitting a written request to the Office of the Registrar no later than the close of the second week of classes in September. Such notification must be made annually. Albertus Magnus College designates the following items as Directory Information: student name, address, telephone number, e-mail address, date and place of birth, major field of study, dates of attendance, full or part time status, expected date of degree completion and graduation and awards received, class rosters, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and the weight and height of members of athletic teams.

## **Student Right-To-Know**

In accordance with the Higher Education Act of 1965, students have the right to know the graduation or completion rate. This can be found on the Web at [www.albertus.edu](http://www.albertus.edu) under the Admissions page. Any questions may be addressed to the Registrar in Aquinas Hall.

# The Master of Arts in Art Therapy Program

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## Art Therapy as a Human Service Profession

Art Therapy is a human service profession that blends the disciplines of art and psychology in therapy. Art therapy emerged during the early 1950s and has since become an established profession. Facilitated by the art therapist, clients use art media and the creative process to explore their inner feelings, reconcile emotional conflicts, foster self-awareness, reduce anxiety, promote personal development, enhance self-esteem, and increase coping and problem-solving skills. Client and therapist work collaboratively to explore the process and content of the client's art experience. Art created in sessions allows expression that is unique to the client's personal symbolic imagery in a way that often cannot be conveyed in words alone. Communication with and through art as a universal language also allows the therapeutic process to explore multiple levels of connection between one's self and others.

## Art Therapy Services

Art therapy services are provided in psychiatric facilities, medical settings, community centers, shelters, and correctional facilities, and in private practice. It is a modality that is adaptable with diverse client populations. Art therapy is provided to individuals, couples, families, and groups for short-term or crisis intervention, long-term treatment, or on an exploratory basis. A master's degree in art therapy with specified course content and supervised field experience, or the equivalent, is considered necessary for employment in the profession. Standards for the education and training of art therapists are set by the American Art Therapy Association (AATA). The designation of registered art therapist (ATR) and board certification (BC) are regulated by the Art Therapy Credentials Board (ATCB).

## The Program's Mission

The Master of Arts in Art Therapy Program at Albertus Magnus College is committed to providing a high quality educational experience. We promote professional growth within a cohesive and passionate community of students who are able to be sensitive to an ethical, reflective and socially aware practice of art therapy. The hallmark of the program is the intensive, rigorous and rewarding student-centered preparation that fosters: reflective thinking, respect for diversity of the human experience, recognition of the value of creative exploration blended with sound psychological theory and scientific research, as well as resiliency through compassion.

## Program Overview

The Master of Arts in Art Therapy degree (M.A.A.T.) was established at Albertus Magnus College in 1997. It is a sixty (60) credit master's program designed to meet or exceed educational standards set by the American Art Therapy Association (AATA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The plan of study for full-time students in the Program has been designed so that students can complete the program in eight semesters, plus the time it takes to complete a formal written thesis. Details of the plan of study are in the Curriculum section of this catalogue. Students graduate with a Master degree that allows them to be licensure-eligible for the LPC in the State of Connecticut.

## Admission Requirements

- A bachelor's degree from an accredited college or university.
- A minimum cumulative grade point average of 2.8 on a 4.0 system.
- A minimum of 18 credits in Studio Art. Credits must include courses in Drawing, Painting, and Ceramics, with a grade point average of at least 2.8 on a 4.0 system.
- A minimum of 15 credits in Psychology. Credits must include Developmental Psychology, Abnormal Psychology, and a course in Statistics for the Social Sciences, with a grade point average of at least 2.8 on a 4.0 system.
- Proficiency in the English language, as demonstrated either by a TOEFL score of 575 or better, or successful academic work for at least three years at a college or university in an English-speaking country.

Students who lack some of the above requirements may be admitted to the Program on a conditional basis. Students will not be permitted to take graduate courses without having successfully completed a minimum of 12 undergraduate credits in Psychology and 15 undergraduate credits in Studio Art. Outstanding prerequisites must be completed within the first year of the program.

*Admission to the program is competitive, and not every applicant who meets the above criteria may be accepted. The Art Therapy Admissions Committee will make admission decisions after reviewing all application materials and conducting a personal interview with the applicant.*

## Application Process

The following must be submitted in order to have an application for admission evaluated:

- A completed application form.
- A \$50 non-refundable application fee.
- Official transcripts from all institutions of higher education previously attended, plus any undergraduate institutions where required prerequisites were taken.
- Two letters of recommendation; one from a clinical supervisor, and a second from either a former professor or a professional supervisor.
- A personal essay (no less than two pages typed—12 point font) indicating one's reasons for applying to the program.
- A portfolio of original artwork demonstrating competence with a variety of art media including examples of drawing, painting and three-dimensional works. A minimum of 10 images must be submitted. The portfolio may consist of slides, photographs, or be formatted on a disk. Note: the portfolio materials will not be returned; please do not send your only copies.

All application materials should be sent to:

The Master of Arts in Art Therapy (MAAT) Admission Committee  
 Albertus Magnus College  
 700 Prospect Street  
 New Haven, CT 06511-1189

## Notification of Admission

Albertus Magnus College utilizes a “rolling admission” system; therefore, students may apply throughout the year. New students typically begin in late August or mid-January. An application is reviewed when all relevant materials have arrived. If the applicant is invited for an interview, generally, decisions by the Admissions Committee are made within one month post-interview.

## Transfer Credits

Albertus Magnus College will accept a maximum of 12 graduate hours from an accredited institution toward satisfying Program degree requirements. Such credits must be in keeping with the course plans of the Albertus Magnus College Master of Arts in Art Therapy Program and must have been completed with a grade of B or better. Transfer credits will be considered on an individual basis. Students requesting the transfer of credits into the Program must do so in writing to the Program Director. The request to transfer credits must be sent to the Program Director no later than one (1) year prior to the student’s final semester in the program.

## Tuition and Fees

Tuition and Fees for the 2013–2014 Academic Year

Tuition:	\$ 602 per credit
Fee for auditing a course:	\$ 819 per course
Administrative Fees	
Application fee:	\$ 50
Program deposit fee:	\$ 100 (applied to tuition)
Registration fee:	\$ 25 per semester
Late Registration fee:	\$ 20 per semester
Studio Art fee:	\$ 50
Information Technology fee:	\$ 35 per session
Graduation fee:	\$ 150
Thesis Continuation fee:	\$ 300 per registration period until completion of thesis
Maintenance of Matriculation fee:	\$ 50 per semester
Thesis Binding fee	\$ 35

*Fees and rates are subject to change*

## Refund Policy

A student who officially withdraws from the Program or from a course within three weeks of the first day of class is entitled to a proportional refund of tuition. Fees are not refundable. Official withdrawal means that the student has complied with all withdrawal procedures as established by the Vice President for Academic Affairs in cases of withdrawal from the program or as established by the Registrar in cases of withdrawal from a course.

## Schedule of Refunds on Tuition

Prior to the first class meeting: 100% Refund

Withdrawal within first two weeks (before 3rd class): 80% Refund

Withdrawal within third week of class (before 4th class): 50% Refund

Withdrawal after fourth class: No Refund

## Academic Advisement

An Academic Advisor is assigned to each student to assist in the planning of the student's individual course of study. The advisor assists the student in selecting courses during the registration time period for each semester. Together, the faculty advisor and student will regularly review student progress in consultation with program faculty and administration, culminating in a written document (PPR) that is placed in the student's file after review. The Academic Advisor is available to meet with the student by appointment throughout the semester.

## Registration

Registration dates are determined each semester for the following semester(s). Students are notified of the dates for registration by memorandum and are provided with a list of the upcoming course offerings. Students are expected to register with their Academic Advisor during the registration period. There is a \$25 registration fee payable at the time of registration as well as a \$35 IT fee. An additional \$20 late registration fee is charged to students who fail to sign up for classes during the registration period. New students are advised of the registration procedure in their acceptance letter.

## Course Load

Students may take no more than 13 graduate credits per semester, and no fewer than two courses (5–6 credits) per semester, unless approved by Faculty Advisor and the Program Director.

## Grading System

Acceptable course work in the M.A.A.T. Program is evaluated as follows:

A, A–, B+, B, B–, C+, C, C

Students receiving a final grade of C– or lower in any course will be required to repeat that course.

## Withdrawal from a Course

Students who withdraw from a course after the sixth week of a fall or spring semester will have a Withdraw Pass (WP) or Withdraw Fail (WF) recorded on their transcript. No credits will be awarded for a WP. Students are responsible for securing appropriate signatures for all paperwork involved in the withdrawal from a course.

## Incompletes

Students who have performed satisfactorily but who are unable to complete required assignments before final grades are due must apply through the Registrar's Office, with the approval of the course instructor and Academic Advisor, for an Incomplete grade.

Application for an Incomplete grade must be finalized prior to the last class meeting. The student must make arrangements with the instructor to complete all course work within four weeks of the start of the next semester. Any Incomplete grades not satisfied by that time will automatically become a grade of Fail.

## Grade Reports

Grades are posted on the College portal at the end of each semester.

## Changes in Officially Recorded Grades

If an instructor requests a grade change after the Registrar has recorded it, the reasons for the request are to be presented to the Vice President for Academic Affairs or his/her designee. This does not refer to a grade change resulting from incorrect mathematical calculations, transposition of numbers, or a grade of Incomplete. If students wish to challenge a grade, they should first seek resolution with their instructor, then the M.A.A.T. Program Director, then the Chair of the Psychology Department, and then the Vice President for Academic Affairs, who will make the final recommendation.

## Good Standing

Students who maintain at least a 3.0 average and students who receive fewer than three course grades of C are considered in good standing; the continued candidacy of a student not in good standing will come under review. Students must be in good standing to register for Internship AT 580. Students will have a yearly "Professional Performance Review" (PPR) that will assess areas of strength and areas of need for improvement.

Students must address the areas of "need for improvement" in order to remain in good standing. Student and faculty will agree upon a documented Plan of Action for areas of substantial need for improvement.

As clinical training programs, the Graduate Art Therapy Programs at Albertus Magnus College require that students demonstrate their readiness for clinical practice through the Fieldwork and Internship components of the program. Students must receive a grade of B or better in AT 502—Fieldwork in Art Therapy and AT 580—Internship. A grade of B– or below in these courses will result in the student being required to complete additional credits of Fieldwork or Internship.

## Academic Review Policy

The continued candidacy of a student not in good standing will come under review. The review, conducted by the M.A.A.T. Program Committee, may result in, but is not limited to:

1. Repeating a course
2. Academic remediation
3. Academic counseling

Students not meeting the minimum professional standards required for Fieldwork and Internship may be dismissed from the program.

## Maintenance of Matriculation Status

Students who need to temporarily suspend their enrollment in the Graduate Art Therapy Programs for personal or professional reasons must provide written notification to the Director of the program prior to the beginning of each semester. Temporary suspension of enrollment is subject to a fee of \$50 per semester.

## Withdrawal from the Program

Students who decide to withdraw from the program must provide written notification to the Director of the Program. Students failing to maintain matriculated status for two consecutive semesters will automatically be dropped from the program.

Those students who desire to be reinstated must send a letter to the Director explaining their situation and requesting reinstatement. There is a fee of \$50 charged for the reinstatement process.

## Graduation Requirements for the Master of Arts in Art Therapy Degree

In order to qualify for graduation from the Master's Program:

- All credits applied towards the master's degree must be completed within seven years from the time a student begins the program.
- A student must complete all required graduate course work (minimum of 60 credits) and supervised clinical experience (minimum 725 hours) with at least a 3.0 cumulative grade point average.
- A student must complete a master's thesis approved by the Thesis Advisory Committee, the Director, and the Chairperson of the Psychology Department.
- A student must receive a Program Faculty recommendation for graduation.
- A student must meet all financial obligations to Albertus Magnus College.

## Graduation with Honors

In the Master's Program, to be eligible to have WITH HONORS bestowed at graduation:

- The student must have a cumulative grade point average of 3.90 or above
- The student must receive a grade of "A" in AT/PY600—Thesis

## Curriculum Structure (Plan of Study)

### *Generalized Plan of Study and Courses Offered for Full-Time Students\**

#### YEAR ONE

Fall #1	Spring #1	Summer #1
AT500 Foundations	AT507 Group Art Therapy	AT580 Internship
AT504 Techniques	AT502 Fieldwork	PY530 Theories of Counseling
PY533 Psychopathology	PY534 Research Methods	AT505 Children
AT550 Special Topics**		AT 550 Special Topics**
<i>9 Credits</i>	<i>9–12 Credits</i>	<i>9 Credits</i>

#### YEAR TWO

Fall #2	Spring #2	Summer #2
AT580 Internship	AT520 Art in Counseling	AT580 Internship
AT503 Professional Practice	AT510 Substance Abuse**	AT513 Adult**
PY532 Personality	AT508 Multicultural	PY535 Career Counseling
AT550 Special Topics**	PY531 Assessment	
ATP600 Thesis***	AT512 Art Therapy Assessment	
<i>9–12 Credits</i>	<i>9–12 Credits</i>	<i>6–9 Credits</i>

#### YEAR THREE

Fall #3	Spring #3
ATP599–2 Thesis Proposal	ATP600 Thesis***

\*All students will have an individualized course of study. Prerequisites must be met before taking upper level courses. Full-time is generally 9 credits/semester. A minimum of 6credits/semester is required to stay in the program.

\*\*Students are required to take two electives.

\*\*\*Once students register for ATP600 Thesis, they must register for ATP600–2 Thesis Continuation each semester until they complete their thesis.

Actual course offerings and schedules may vary from year to year, but all courses required for graduation will be offered within every two-year cycle.



## COURSE DESCRIPTIONS

### **AT 500 Foundations of Art Therapy**

This is a survey course covering the origins of art therapy and its growth as a profession. This course also examines the theories and applications of art therapy in a variety of settings through lecture, reflection, presentations, and discussion. Students will learn how art therapy services are used in various treatment settings by gaining knowledge of the allied health professions (psychosocial rehabilitation disciplines, mental health professions, and other creative arts therapies) with whom art therapists work. *3 credits*

### **AT 502 Fieldwork in Art Therapy**

Students will be placed in “the field” in a therapeutic setting under the supervision of a Registered Art Therapist or other licensed professional. Students begin to get an overview of the duties and roles of the art therapist through direct observation, and begin to learn the skills of interacting with clients directly as well as utilizing clinical supervision on site. In addition to a minimum of 100 hours spent on site, students are required to attend and participate in a once weekly on-campus seminar. A minimum of 50 of the total placement hours needs to be in direct clinical contact with individuals, groups, or families; a minimum of 10 supervision hours are also required. Prerequisites for this course are AT 500 and AT 504. *2 credits*

### **AT 503 Professional Practices: Ethical Standards and Legal Issues**

A seminar designed to promote the development of a professional identity for the art therapist and mental health counselor. Lectures, readings and discussion will focus on the history and recent developments in ethical and legal responsibility, confidentiality, malpractice, human rights, mental health law, professional organizations, and credentialing and licensing. It is preferable that this course be completed in the first year of the program. *3 credits*

### **AT 504 Techniques in Art Therapy**

A didactic and experiential course in the use of art in therapeutic settings. Students will engage in an exploration of art media and specific art therapy processes relating to a variety of populations, assessment, as well as the development of treatment goals and objectives. Students will gain experience in facilitating artistic expression, exploring the form and content of art, while developing skills in the understanding of artwork within various dimensions of personality, psychopathology, and treatment. *3 credits*

### **AT 505 Art Therapy with Children**

This course will focus on the theories of cognitive, psychosocial development, and artistic expression in children (ages 2–12). Students will gain an understanding of the role of art materials and effective therapeutic techniques for children; an understanding of the diverse theoretical approaches (e.g., developmental, cognitive, behavioral, psychoanalytic) used for these age groups; and learn to synthesize and apply specific art therapeutic approaches and strategies to age-related problems (e.g., bereavement, abuse, medical disorders, learning disabilities, school adjustment, peer group interactions). *3 credits*

**AT 507 Theory & Practice of Group Art Therapy**

This course provides a theoretical and practical foundation for the integration of sound group therapy practices with a variety of art therapy structural components. Students will utilize both didactic and experiential learning models and be asked to develop skills in recognizing and responding ethically to transference and counter-transference issues that are unique to group therapy process. Emphasis will be on the many aspects of group therapy, including group composition, group process, identifying stages of the group, types of populations, group endings; and their unique applications in the field of art therapy. The class is a group with dynamics of its own, and each student will be asked to learn by participating in and at the same time observing the unfolding of group dynamics within this class setting. *3 credits*

**AT 508 Art Therapy in a Multicultural World**

This course provides an exploration of the socio-cultural influences on the creative expressions of major cultural groups in the United States and the student's personal identity as it impacts the therapeutic relationship. Emphasis will be on understanding the mediating role of diversity in the development of the counseling relationship, modes of artistic expression, and the development of multicultural competencies. The instructor will coordinate readings, experiential exercises, and guest lectures to illuminate the importance of multicultural awareness and competency in the practice of art therapy. *3 credits*

**AT 509 Art Therapy with Adolescents (elective)**

This course surveys the theory and practice of adolescent art therapy in mental health settings and other clinical contexts. Attention will be paid to the developmental tasks of typical adolescence and the effects of trauma and other psychological and social influences on this process. Themes critical to working with the adolescent population will be covered, including the process of client/art therapist engagement; the role and interplay of therapeutic stance, art therapy environment, and responsive art-making in building the therapeutic relationship; the typical phases of treatment in adolescent art therapy; specific adolescent issues and populations; and the importance of self-care in working with this exciting and very challenging population. *3 credits*

**AT 510 Art Therapy in Substance Abuse and Chemical Dependency Treatment (elective)**

This course examines the special issues and problems for art therapists and counselors in providing services to clients with alcohol/drug abuse diagnoses and behavioral addictions. Emphasis will be placed on treatment approaches and practices appropriate for psychiatric hospitalization, inpatient rehabilitation programs, day treatment, and outpatient services. *3 credits*

**AT 512 Art Therapy Assessment**

This course surveys important art therapy assessment tools. Using lecture, discussion and interactive participation, students gain exposure to and will be able to administer at least 3 standard art therapy assessment tools. Students will also be able to synthesize collected material from evaluations into a cohesive and concise written summary. *1 credit*

**AT 513 Art Therapy with Adults/Seniors (elective)**

A survey of the developmental and theoretical issues involved in providing counseling and art therapy services to diverse clients across the span of adulthood. Through didactic and experiential means the physical and psychosocial effects of aging will be explored along with a review of various treatment techniques and intervention strategies. *3 credits*

**AT 514 Art Therapy and the Family (elective)**

Art Therapy and the Family is an elective course designed to provide an overview of the field of family therapy and its various systemic perspectives. It incorporates the hands-on training necessary for gaining the basic professional skills of an art therapist working with diverse family forms. Students will examine their assumptions about what a “family” is, and how it develops within a social/cultural context. Didactic, group, and experiential formats emphasize the importance of the self of the therapist in the family system explored through self-reflection and collaboration. Ethical considerations and multicultural issues will be integrated into the content and process of the course. *3 credits*

**AT 520 Art in Counseling and Therapy**

An experiential course in which students work independently in the studio, under the guidance of a faculty member, on their own art productions and art processes. Students are required to demonstrate experimentation with and develop knowledge of a variety of art media. Through this personal exploration of media and technique, students will demonstrate an increased awareness of the psychological, cognitive, and emotional responses to their own creative process. Students will develop increased empathy for the client experience and an improved understanding of the role of the counselor/therapist. *3 credits*

**AT 580 Internship Seminar**

The internship placement will provide students with the hands-on training necessary to gain the basic professional skills of an art therapist. Seven credits of internship, 625 hours of placement time, are required, and can be completed over three to four semesters. A minimum of 312.5 of the total placement hours needs to be in direct clinical contact using art therapy with individuals, groups, or families. Internship placements will be offered in a variety of settings. A minimum of 63 of the total placement hours needs to be supervision hours. In addition to the supervised hours spent at the placement site, students will meet weekly with an on-campus supervision group to review and process the internship experience. Departmental permission is also required. *7 credits*

**PH 565 The Origin of Art (elective)**

What is art? What are some of its origins and aims? Is art to be understood in terms of the artist, or that which is portrayed, or in terms of some “inspiration?” Does art, or should art, have a social significance? Are we to equate art and beauty? Are the good, the true, and the beautiful synonymous? What is the relation of art and truth? What makes a work of art? How are we to understand and interpret works of art? What sort of a judgment is an aesthetic judgment? Are aesthetic judgments subjective? Can they be justified? In this course, we will reflect upon the ontological and epistemological status of works of art and the nature of artistic judgment in order to gain insight into the unique character of artistic creation, art works, and aesthetic consciousness. *3 credits*

**PY 530 Theories of Counseling**

A survey of major theories of counseling, including the principal psychodynamic, humanistic, and cognitive-behavioral approaches, that constitute the foundation of all mental health professions. In addition to covering traditional schools of thought, emphasis will be placed on contemporary developments in the area of brief or time-limited treatment and the special difficulties inherent in this change in standard clinical practice. *3 credits*

**PY 531 Psychological Assessment**

This course will familiarize students with the general theory of testing and with various methods of personality and cognitive assessment. Commonly used clinical measures, clinical interviews, standardized tests, and projective drawing tests receive the most attention. Basic scoring and interpretation of selected tests will be covered. In addition, an overview of psychological assessment practice in other areas will be provided. The course will also cover ethical standards governing the development and use of tests and measures. The course will contribute to the development of clinical skills and critical acumen, enabling students to evaluate clients, tests, and test reports effectively. *3 credits*

**PY 532 Personality Structure and Dynamics**

Exploration of major theories of personality, with emphasis on the psychodynamic approaches most influential among mental health professionals generally and art therapists in particular. The classical psychoanalytic drive/conflict model, the ego analytic defense/adaptation model, relational approaches (e.g., interpersonal and object relations schools), Jungian, humanistic/existential, and cognitive/behavioral approaches will be considered. Students are required to read primary sources and evaluate the influence of those theories on clinical thinking. In addition, there will be a brief review of each theorist's biography in its historical context and how the prevailing intellectual climate of that era shaped the formulation of each theory. *3 credits*

**PY 533 Psychopathology**

An overview of abnormal psychology, including cognitive-behavioral, psychodynamic, neuropsychiatric, and socio-cultural perspectives as well as descriptive psychopathology. The course also entails a thorough grounding in the official psychiatric diagnostic classification system (currently DSM-IV) that is used by all hospitals, clinics, and rehabilitation facilities as per requirements of third-party payers and treatment review boards. *3 credits*

**PY 534 Research Methods and Statistical Analysis**

This course includes an examination and explanation of basic research strategies and statistical procedures. Students are required to read and interpret current research in art therapy, plan an empirical study, analyze and explain data, and write in APA style. Ethical standards for research as stated by the American Psychological Association will also be reviewed. *3 credits*

**PY 535 Career Counseling**

Through an examination of career development theories and decision-making models, the student will gain an understanding of career development planning, organization, implementation, and evaluation. The interrelationships among work and other life roles will also be explored. *3 credits*

**ATP 599 Thesis Proposal Seminar**

Each student works to formulate a research idea and develop a thesis proposal by the end of the semester. *2 credits*

**ATP 600 Thesis**

Completion of AT/PY 599 is required before registration for this course. During this course the student will work with thesis advisors, the M.A.A.T. Director, and the Psychology Chairperson while completing an approved thesis proposal, collecting and analyzing data, and completing the final thesis. The thesis must be completed within two years of the date of the thesis proposal approval. *3 credits*

**AT/PY 600–2 Thesis Continuation**

For students who have previously registered for AT/PY600, but who have not yet completed their thesis. Once students begin their thesis, they must register for Thesis Continuation each semester until the thesis has been completed.

**FACULTY**

(\* denotes full-time faculty)

**Yasmine Awais**, B.F.A., New York State College of Ceramics at Alfred University; M.A.A.T., The School of the Art Institute of Chicago; ATR-BC, LCAT

**Annette Bonomo**, B.F.A., College of New Rochelle; M.S., College of New Rochelle; ATR-BC

**Jennifer Chase**, B.A., Albertus Magnus College; M.S., College of New Rochelle; ATR-BC

**Angel Duncan**, B.A., M.A.-M.F.T., A.T.R., Texas Lutheran University; M.A., Counseling Psychology and Art Therapy, Notre Dame de Namur University

**Siobhan Evarts**, B.A., College of the Holy Cross, Ph.D., Hofstra University

\***Lisa Furman**, B.F.A., Rhode Island School of Design; M.A.A.T., New York University; M.A., ATR-BC, LCAT

\***Stephen Joy**, B.A., Bowdoin College; M.S. Southern Connecticut State University; Ph.D., University of Connecticut

**David Lefkowitz**, B.A., M.A., Alfred University; Ph.D., Kansas University

\***Evie Lindemann**, B.A., University of California at Berkeley; M.A., John F. Kennedy University; M.A.A.T., Albertus Magnus College; ATR-BC, LMFT

**Louise Lumen**, B.S., Webster College; M.F.A., Mills College; M.A., The George Washington University; ATR

**Ragaa Mazen**, B.A., Ein-Shams University, Cairo; M.S., Ph.D., Yale University; NCC

\***Abbe Miller**, B.A. Wesleyan University; M.S. University of Bridgeport; ATR-BC, LPC

\***Rebecca Beers Miller**, B.A., Macalester College; M.A. New York University, New York; ATR-BC,LCAT, CCLS

**William More**, B.A., Beloit College; M.A., The George Washington University; ATR-BC

\***Sean P. O'Connell**, B.S., M.S., The Catholic University of America; Ph.D., Fordham University

**Robin Rittinger**, M.S., Springfield College; ATR, LPC

\***Hilda Speicher**, B.A., City University of New York; M.A., Ph.D., University of Delaware

\***Loel Tronsky**, B.A., Dartmouth College; M.S., Ph.D., University of Massachusetts

**Jessica Trzaska**, B.A., SUNY at New Paltz; M.A.A.T., Albertus Magnus College; LPC, ATR-BC

# Master of Business Administration

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## Program Description

The Accelerated Degree Program M.B.A. in the Division of Professional and Graduate Studies produces graduates that exhibit highly developed analytical and communication skills, demonstrate mastery of vital tools and concepts used in the business environment, and are prepared to engage in ethical leadership in their chosen career fields. In keeping with the mission of Albertus Magnus College, the program is one that is designed to be a formative process that assists students from a wide range of backgrounds gain access to higher education, acquire advanced academic skills and knowledge, and develop the capacity to be informed, effective, and ethical citizens.

Specifically, as a result of the proposed program, the student will:

- Demonstrate advanced critical thinking and communication skills.
- Demonstrate advanced understanding of concepts in the functional areas of business.
- Be able to creatively apply formal concepts to real world situations.
- Demonstrate the capacity for informed moral decision making in the business environment.

## Accelerated Degree Program Format

Classes in the M.B.A. Program are offered in an Accelerated Degree Program format, which consists of five eight-week modules during the calendar year. Mods 1 and 2 are during the fall, Mods 3 and 4 are during the spring, and Mod 5 is during the summer. All classes run as seminars, with most offered in a blended format and some offered fully online.

## Program Credentials

Albertus Magnus College is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education, a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

In addition, all of the Business Programs at Albertus Magnus College are accredited by the Connecticut Board of Higher Education and the International Assembly for Collegiate Business Education.

## Admission Requirements

- Bachelor's degree from a regionally accredited college or university with a minimum G.P.A. of 2.8 on a 4.0 system.\*
- Official transcripts of all institutions of higher learning previously attended.
- Two letters of recommendation from former professors or professional associates.
- Proficiency in the English language, as demonstrated by at least three years of successful academic work at a college or university using English as the primary language of instruction and evaluation, or by a satisfactory score on the TOEFL exam.

- A written essay of 500–600 words, double spaced, detailing the applicant’s professional interests, reasons for applying to the program, and educational expectations.
  - A completed application form and non-refundable fee of \$50.00.
- \* *Students who do not meet the above G.P.A. requirement may be admitted to the program on a provisional basis. Students may be required to complete prerequisite courses or earn a 3.0 cumulative grade point average in 12 credits before being fully admitted to the program.*

Albertus Magnus College utilizes a rolling admissions system; therefore students may apply throughout the year.

All new student applications must be complete and submitted to the Director no later than two weeks prior to the start of a session. If an application is received after this time-frame, the new student will be considered for the next scheduled session.

All application materials should be sent to:

Director of the ADP M.B.A. Program  
Albertus Magnus College  
700 Prospect Street  
New Haven, CT 06511-1189

## Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from an accredited institution toward satisfying the ADP M.B.A. Program degree requirements. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a grade of B (3.0) or better within the last five years at a regionally accredited institution. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program. Internal transfer students from other Albertus graduate programs must complete at least 50% of their requirements (24 credits) in the ADP M.B.A. Program. The total of graduate credits and undergraduate waivers transferred into the program is limited to a maximum of 24 credits.

## Waivers

Advanced standing placement is possible for students with undergraduate business degrees. Students may receive a maximum of 12 credits waived based on undergraduate work completed within the last seven years. To receive a waiver, a minimum grade of B+ (3.3) must be earned in the undergraduate courses being considered. Courses waivers are granted by the Program Director, who will notify the student of these waivers at the time of admission to the program. The Program Director will complete a “waiver” form and submit it to the Office of the Registrar. This form will provide reference when an official audit is being conducted before graduation.

- \* *Students who are already enrolled in another graduate program at Albertus will not be eligible for waivers. Waivers must be granted upon initial admission to an Albertus graduate program.*

## International Students

The Master of Business Administration Program is not able to accept students who seek or hold the I-20 student visa.

## Tuition and Fees

Tuition and Fees for the 2013–2014 Academic Year

Tuition per 3 credit course	\$2,313.00
Tutorial Surcharge	\$ 500.00 (for student requested tutorial)
Change of Course fee	\$ 10.00 (ADD/DROP)
Withdrawal fee	\$ 10.00
Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
Late Registration fee	\$ 20.00
Information Technology fee	\$ 6.00 per credit
Graduation fee	\$ 150.00

## Refund Policy

To drop a course, the student must come in person to the Division of Professional and Graduate Studies Office and fill out a Drop Form and pay the \$10 fee at the time of dropping the course. Failure to attend class or merely giving notice to an instructor does not constitute an official drop and may result in a penalty grade being recorded for the course. **There are no exceptions to this policy.** Failure to follow this policy within the time frame indicated below will result in a full charge to the student.

Refund of tuition will be made according to the following schedule:

100% tuition refund prior to the second in-class or \*virtual class meeting

50% tuition refund prior to the third in-class or \*virtual class meeting

No refund after the third in-class or \*virtual class meeting

REMINDER: All fees (registration fee, add/drop fee, course lab fees, art fees, etc.) are non-refundable unless the course is cancelled by the College.

\*Virtual class meeting encompasses all blended and online courses, and the class days are defined as follows:

Blended courses on a Monday/Wednesday schedule

First Class – Monday, start of course

Second Class—Wednesday, first week of course

Third Class—Monday, second week of course

Blended courses on a Tuesday/Thursday schedule

First Class – Tuesday, start of course

Second Class—Thursday, first week of course

Third Class—Tuesday, second week of course



Online courses: For purposes of determining class days for tuition refunds, all online courses will follow a Monday/Wednesday schedule:

First Class – Monday, start of course

Second Class—Wednesday, first week of course

Third Class—Monday, second week of course

Students who drop classes during the 100% or 50% refund schedule (and do not add others) will retain a credit on their account to be used towards the next mod. Students wishing to be reimbursed must make their request through the Business Office by calling 203-786-3025 if they are self-pay, or the Financial Aid Office (203-773-8508) if they have received financial aid. Please note that the decision to drop classes during the 100% or 50% schedule may affect financial aid. Students who have financial aid should consult with the Financial Aid Office when deciding to withdraw.

Financial aid recipients must meet with their financial aid officers before adding or dropping a course (especially if there will be a change in enrollment).

## Academic Advisement

Academic advisement in the program is accomplished via appointment by the program director, who assists individual students with course planning, registration, and regular academic reviews

## Course Load

Students in the M.B.A. Program may register for no more than 6 credits per mod.

## Registration

Students are notified of the dates for registration by memorandum and are provided with a list of the upcoming course offerings. Students are expected to consult with their Program Director during the registration period. There is a \$10 registration fee payable at the time of registration. An additional \$20 late registration fee is charged to students who fail to sign up for classes during the registration period.

## Graduation Requirements

- Completion of all required coursework.
- Satisfactory completion of Business Plan
- 3.0 overall G.P.A. on a scale of 4.0. Students receiving a final grade of C- or lower in any course will be required to repeat that course.
- Completion of all requirements within seven years of matriculation.
- Payment of all tuition and fees.
- MB 660: Strategic Management Capstone must be taken in the last mod of enrollment. All program requirements must be completed satisfactorily before registration for this course will be accepted.

## Graduation with Honors

In the Program, to be eligible to have “With Honors” bestowed at graduation

- The student must have a cumulative grade point average of 3.90 and above.
- The student must receive a grade of “A” in MB 660 Strategic Management Capstone.

## Curriculum

MB 512	Ethical Issues in Business	3 credits
MB 513	Management and Leadership (W)	3 credits
MB 515	Economic Theory and Application	3 credits
MB 516	Organizational Behavior (W)	3 credits
MB 518	Marketing Concepts and Strategies (W)	3 credits
MB 520	Accounting Concepts	3 credits
MB 521	Managing Human Resources in Organizations (W)	3 credits
MB 612	Financial Theory (W)	3 credits
MB 614	Information Systems for Managers (W)	3 credits
MB 615	Global Management (W)	3 credits
MB 628	Developing Strategic Capabilities (E)	3 credits
MB 630	Entrepreneurial Development (E)	3 credits
MB 632	Organizational Development (E)	3 credits
MB 636	Law and Ethics in Business (W)	3 credits
MB 638	Financial Statement Analysis	3 credits
MB 660	Strategic Management Capstone	3 credits

### TOTAL CREDITS 48

(W) May be waived with permission of the Program Director. A maximum of 12 credits may be waived with minimum grade of B+ (3.3).

(E) Elective course. Students may elect 9 credits of specialized courses in Accounting, General Management, Human Resources, Leadership., or Marketing. The elective courses listed above are offered in the General Management specialization. Students selecting the Leadership option should select courses from the Leadership Program curriculum with the approval of the M.B.A. and Leadership Program directors.

## COURSE DESCRIPTIONS

### Required Courses

#### MB 512 Ethical Issues in Business

This course examines business ethics from both theoretical and applied points of view. Students will utilize fundamental ethical theory to analyze and explain contemporary business conditions and current events. Students will be asked to define their responsibilities as an individual and as part of a group, an organization, and society as a whole. Ethical issues in a variety of business areas will be considered; such as finance, market-

ing, human resources, and international. The focus will be on developing informed responses to the needs of a variety of stakeholders in making ethically-sound business decisions. Throughout the course, students will be required to demonstrate effective communication skills, both oral and written. *3 credits*

### **MB 513 Management and Leadership**

This course studies the essential managerial functions; such as planning, organizing, leading, and controlling resources effectively to achieve organizational goals. Throughout the course, case studies will be utilized to provide students with the opportunity to apply fundamental management concepts to a variety of real-world situations. Students will explore topics critical to developing effective leadership skills such as performance management, motivation, team development, interpersonal communication skills, and conflict resolution. *3 credits*

### **MB 515 Economic Theory and Application**

This course explores the basic concepts of macroeconomics and microeconomics with an emphasis on applying these theories to management decision making. Students will examine issues involved in operating effectively in a market-oriented economy and the measurement of economic performance. Topics include: national income and aggregates, fiscal and monetary policy formation, and price and output determination under various competitive situations. Through course assignments, students will demonstrate analytical skills as well as effective communication skills. *3 credits*

### **MB 516 Organizational Behavior**

This course examines the theoretical assumptions of organizational behavior and the issues and challenges that arise when managing and leading. Students will investigate the interrelationships between the individual, the group, and the organization. The course will emphasize managerial practices needed in a variety of settings and the application of these methods to realistic situations. Students will be required to demonstrate effective communication skills throughout the course. *3 credits*

### **MB 518 Marketing Concepts and Strategies**

This course introduces students to the techniques and processes of planning, creation, valuation, distribution, and sale of products and services. Students will learn how to segment markets and to identify target markets, survey markets, and interpret data. Students will explore the challenges and ethical issues facing marketing managers. During this course, students will analyze strategic marketing cases that will allow students to exhibit the ability to describe and integrate the key activities of marketing and demonstrate effective analytical, oral presentation, and written communication skills. *3 credits*

### **MB 520 Accounting Concepts**

This course is designed to introduce students to the language of business. Students will learn the conceptual foundation of financial accounting and financial reporting of business activities. Assignments will focus on the development of insight about accounting in terms of measuring, recording, reporting, and interpreting economic transactions. Topics will include accrual and cash based measurements of profitability and financing, investing, and operating activities of businesses. This course will emphasize accounting for decision-making and the importance of ethics for business and accounting. *3 credits*

**MB 521 Managing Human Resources in Organizations**

This course examines the design of formal systems and the functions performed in organizations to ensure the most effective use of human resources. Emphasis will be on strategies used by managers for the recruitment, retention, and development of human resources to produce a positive workplace environment. Consideration will be given to the legal and ethical issues encountered by managers. *3 credits*

**MB 612 Financial Theory**

In this course, students will study the tools and methodologies utilized by financial managers. Students will analyze financial information with emphasis on utilizing this information to make effective and ethical managerial decisions. Topics will include forecasting and planning, investment and financing decisions, cash flows, and financial markets. Students will demonstrate advanced understanding of these topics by analyzing case studies based on real world situations. Prerequisite: MB 520. *3 credits*

**MB 614 Information Systems Issues for Managers**

This course examines the principles and issues of managing an information systems service function in a business. Current technologies available for computing and communicating will be explored from the viewpoint of a manager. Students will develop an understanding of how to select the most appropriate technology to meet a particular information need. Topics to be considered include training, evaluation, security, and ethical issues. Case studies will be used to provide examples. *3 credits*

**MB 615 Global Management**

This course addresses practical skills for global managers. It examines common issues and best practices for managing a global workforce as well as relationships with important partners and customers. Students will examine the changing international business environment and assess the challenges involved in establishing and managing international operations and the problems inherent in these transactions. During this course, case studies will be utilized and students will be required to demonstrate effective critical thinking skills. *3 credits*

**MB 636 Law and Ethics in Business**

In this course, students examine the legal and ethical aspects of business decision making. The current business environment will be examined in relation to domestic and international law, federal and state regulations, as well as local statutes and ordinances. The social and moral aspects of decision making will also be discussed. Students will be required to analyze realistic problems from these perspectives. *3 credits*

**MB 638 Financial Statement Analysis**

This course will provide students with an understanding of how firms communicate through financial statements. Students will examine the use of financial statement analysis as an integral part of the strategic analysis of firms. In examining financial planning concepts, students will create pro-forma spreadsheets. The regulatory and ethical issues related to financial statement preparation and presentation will be examined. Case studies will be utilized to demonstrate the practical application of financial statement analysis and projections. Prerequisite: MB 612. *3 credits*

**MB 660 Strategic Management Capstone**

This course examines issues and problems that managers face in today's competitive and global business environment. Through the case study approach, students will integrate the skills and knowledge learned in previous courses and apply these to developing effective and ethical strategies to solve business problems. Students will be expected to demonstrate advanced written and oral communication skills. *3 credits*

**Advanced Specialization Courses****Accounting****MB 651 Governmental and Nonprofit Accounting**

This course is designed to provide a framework for understanding the special accounting and reporting requirements of nonprofit organizations. Students will examine the characteristics of governmental and nonprofit accounting with an emphasis on various fund types and account groups. Topics will include reporting, budgeting, and auditing concepts and practices. The ethical and legal issues faced by nonprofit organizations will be examined. Prerequisite: MB 520. *3 credits*

**MB 653 Accounting Information Systems**

This course analyzes the methods used to gather, process, and communicate accounting information in business firms. Students will examine specific business transaction cycles and manual and computerized accounting systems. Topics will include internal control, auditing techniques, and system documentation. Case studies will be utilized to demonstrate the practical application of various systems. Prerequisite: MB 520. *3 credits*

**MB 655 Ethics for Accounting Professionals**

In this course, students will examine the ethical issues encountered in the accounting field. They will study the professional responsibilities outlined for accounting professionals and examine the ethical principles and practices of businesses. Students will study the regulations created by the passage of the Sarbanes-Oxley Act and discuss the current and potential impact of these regulations. Students will examine codes of conduct, stakeholder theory and the concepts of independence, objectivity, integrity, and public trust. Case studies will be used to illustrate these principles and students will be expected to demonstrate effective written communication skills. *3 credits*

**General Management****MB 628 Developing Strategic Capabilities**

This course explores issues related to competition in today's business environment and the strategic actions managers can take to maximize organizational performance. Students will analyze organizational systems, the evaluation of organizational activity, and the ways managers can integrate research, theory, and practice to foster and create value in business. Prerequisite: MB 513. *3 credits*

**MB 630 Entrepreneurial Development**

In this course, students will examine the fundamental management and business practices essential to successful entrepreneurial development. Students will complete a comprehensive study of managing entrepreneurial small businesses from conceptualization through start-up. Students will identify venture opportunities, select an appropriate organizational form, and develop marketing, financial, operational, and managerial programs for these firms. Prerequisite: MB 513. *3 credits*

**MB 632 Organizational Development**

This course will focus on issues of business strategy and planning, with an emphasis on organizational structures and processes. Topics will include change management, team development, and continuous improvement practices and experiences. Case studies will be utilized to demonstrate the transformation of business policies and procedures to effectively achieve strategic goals. *3 credits*

**MB 634 Survey of Operations Management**

This course addresses the issues of plan implementation and the management of operations in a variety of organizations. The course will focus on diverse activities; such as determining the size and type of production process, purchasing, planning and scheduling the flow of materials, and the nature and content of inventories. Emphasis will be placed on the strategic and tactical skills needed to manage effectively and to assure product quality. Prerequisite: MB 513. *3 credits*

**Human Resources****MB 652 Human Resource Training & Development**

This course provides a clear understanding through lecture, readings, and case studies that effective training and development is essential to business success. Students will examine, evaluate, and demonstrate how human resource managers align the training and development functions with the vision, strategy, and values of the organization. Students will consider the selection of appropriate activities to assure the right people are in the right place at the right time. Prerequisite: MB 521. *3 credits*

**MB 654 Compensation Strategies**

Students are provided an opportunity in this course to learn, research, and then design a compensation structure for an organization while taking into consideration key components such as compensation legislation, wage rates, government mandated benefits, and company retention strategies. Communicating the compensation plan to employees and international compensation issues will also be explored. Prerequisite: MB 521. *3 credits*

**MB 656 Employment Law**

This course is designed as an opportunity for students to consider state and federal legal issues governing employment relationships and affecting employment policies. Topics such as EEO, OSHA, Workers' Compensation, discipline procedures, ethical human resource activity, conflict resolution, and employee rights will be examined. Prerequisite: MB 521. *3 credits*

## Leadership

Students selecting this option may take courses from the Master of Arts in Leadership Program with the approval of the M.B.A. and Leadership Program Directors. *3 credits*

## Marketing

### MB 630 Entrepreneurial Development

In this course, students will examine the fundamental management and business practices essential to successful entrepreneurial development. Students will complete a comprehensive study of managing entrepreneurial small businesses from conceptualization through start-up. Students will identify venture opportunities, select an appropriate organizational form, and develop marketing, financial, operational, and managerial programs for these firms. Prerequisite: MB 513. *3 credits*

### MB 640 Advertising Management

In this course, students will gain knowledge of the latest techniques for developing strategic advertising campaigns. Through a hands-on approach, students will examine the management of advertising, sales promotion and public relations activities from a corporate perspective. Through the use of case studies and real-world examples, students will determine promotional objectives, select campaign themes, choose media, examine cost control, design sales promotions and evaluate results. Prerequisite: MB 518. *3 credits*

### MB 642 Emerging Marketing Techniques

In this course, students will examine emerging advertising and marketing techniques. They will research social media, digital marketing, and other new low cost, highly effective evolving marketing techniques. Through case studies, interactive sessions and class exercises, participants will learn about the latest research and best practices in the industry. Prerequisite: MB 518. *3 credits*

## FACULTY

(\*denotes full-time faculty)

**Edward Aroyan**, B.B.A., University of Massachusetts; M.B.A., Babson College

**Claude Chereau**, B.A., Otterbein College; M.B.A., Pace University; D.P.S., Pace University

\***Nancy C. Fallon**, B.A., Albertus Magnus College; M.B.A., University of New Haven; Ph.D., Capella University

\***Howard Fero**, B.A., Hofstra University; M.S., Baruch College; Ph.D., Claremont Graduate University

**Nicholas Framularo**, B.S., Georgetown University; J.D., DePaul University College of Law

\***Wayne Gineo**, B.S., University of New Hampshire; M.S., University of Connecticut; Ph.D., University of Minnesota

**Alisa Hunt**, B.B.A., National University; M.S., Ph.D., Capella University

\***Tim Raynor**, B.A., Albertus Magnus College; M.B.A., Sacred Heart University

\***John Wasserman**, B.A., Wesleyan University; M.B.A., University of Hartford

# Master of Fine Arts in Writing

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## Program Description

The Master of Fine Arts has a compelling curriculum and gifted instructors devoted to helping students hone their craft as writers. Graduates of the program will demonstrate a knowledge of the conventions of specific writing genres; an understanding of the creative process; a knowledge of market trends in specific areas of professional writing; the ability to develop an effective project synopsis, outline, as well as submission materials that conform to industry expectations and standards; highly developed writing skills; and the ability to plan and execute a major project in a specific genre of writing.

Its most innovative feature, however, is the way in which the program has been designed. Combining the best aspects of face-to-face learning with the power of the Internet, the program provides maximum flexibility for students needing to balance the often conflicting demands of work and family responsibilities with their aspirations as writers. The 36-credit program can be pursued on a full- or part-time basis. It is delivered in a blended format that features extensive online activity combined with on-campus classes that meet once every five weeks on Saturdays during the fall and spring semesters.

## Low-Residency Format

Each semester, students meet on campus for three Saturdays of intensive classroom sessions and writing workshops. The rest of the time, students take their classes online, guided by an award-winning faculty, and encouraged by a community of like-minded student writers.

## Admission Requirements

- Bachelor degree with a minimum G.P.A. of 3.0 on a 4.0 system.
- Official transcripts of all undergraduate and graduate work completed.
- Two letters of recommendation specifically addressing suitability for the program.
- Proficiency in the English language, as demonstrated by at least three years of successful academic work at a college or university using English as the primary language of instruction and evaluation, or by a TOEFL score of 600 or better.
- A completed application form and nonrefundable fee of \$50.
- A written essay of 750 to 1,000 words, double-spaced, on “The Writer’s Journey,” detailing the applicant’s personal reflections on the writer’s craft and reasons for applying to the program.
- A sample of written work in one genre as follows:
  - Nonfiction: A completed composition or portion of a piece of at least 2,500 words and a maximum of 5,000
  - Fiction: A completed composition or portion of a piece of at least 2,500 words and a maximum of 5,000



- Poetry: Between 5 and 10 pages containing at least five completed poems
- A 1-page Writer's Résumé, providing a profile and indication of the area of writing interest, summary of educational and writing experience (including any publications, current submissions, or works in progress), and employment history

All application materials should be sent to:

Director of the M.F.A. Program  
 Albertus Magnus College  
 700 Prospect Street  
 New Haven, CT 06511-1189

## Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from an accredited institution toward satisfying the M.F.A. Program degree requirements. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a grade of B (3.0) or better within the last five years at a regionally accredited institution. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program.

## Tuition and Fees

Full time Tuition	\$3,960.00 per four credit course
Application fee	\$ 50.00 (new students)
Registration fee	\$ 25.00 per semester
Information Technology fee	\$ 6.00 per credit

## Refund Policy

A student who officially withdraws from the Program or from a course prior to the third online class meeting is entitled to a proportional refund of tuition. Fees are not refundable. Official withdrawal means that the student has complied with all withdrawal procedures as established by the Vice President for Academic Affairs in cases of withdrawal from the program or as established by the Registrar in cases of withdrawal from a course.

## Schedule of Refunds on Tuition

100% refund prior to the second class meeting

50% refund prior to the third class meeting

No refund after the third class meeting

## Academic Advisement

Academic advisement in the program is accomplished via appointment by the Program Director, who assists individual students with course planning, registration, and regular academic reviews.

## Course Load

Full-time students in the M.F.A. program may enroll for no more than 9 credits per semester. Part-time students must enroll for 5 credits.

## Registration

Students are notified of the dates for registration by memorandum and are provided with a list of the upcoming course offerings. Students are expected to consult with their Program Director during the registration period. There is a \$10 registration fee per semester payable at the time of registration. An additional \$20 late registration fee is charged to students who fail to sign up for classes during the registration period.

## Graduation Requirements

- Completion of all required coursework.
- Satisfactory completion of the Master Project
- 3.0 overall G.P.A. on a scale of 4.0. Students receiving a final grade of C– or lower in any course will be required to repeat that course.
- Completion of all requirements within seven years of matriculation.
- Payment of all tuition and fees.

## Graduation with Honors

In the Program, to be eligible to have “With Honors” bestowed at graduation

- The student must have a cumulative grade point average of 3.90 and above.
- The student must receive a grade of “A” in EN 692 Master Project.

## Curriculum

### 1. Process and Product (8 credits total)

EN 500	Writing Portfolio (required each semester)	1 credit
EN 541	The Creative Process	4 credits

### 2. Genre Studies (12 credits total)

A minimum of 8 credits in one genre, plus 4 credits in a second.

EN 543	Seminar in Poetry I	4 credits
EN 643	Seminar in Poetry II	4 credits
EN 544	Seminar in Fiction I	4 credits
EN 644	Seminar in Fiction II	4 credits
EN 545	Seminar in Nonfiction I	4 credits
EN 645	Seminar in Nonfiction II	4 credits

### 3. Professional Development (16 credits total)

EN 547	Research for Writers: The Literary Marketplace	4 credits
EN 549	Publicity and Promotion for Writers	4 credits
EN 692	Master Project	4–8 credits

## COURSE DESCRIPTIONS

### **EN 500 Writing Portfolio (*each semester of enrollment*)**

This course serves as the central mentoring experience for M.F.A. students, in which the student develops a body of work from classes and in preparation for the Master Project. An individual advisor guides the writer in the process of honing the craft and developing the writing portfolio. Through guided revision, students will emerge from the program with a portfolio of work reflecting their strengths as writers. Students will also benefit from responses from other students in the program through periodic workshop meetings that will build a community of writers. *1 credit each semester; 4 total credits required*

### **EN 541 The Creative Process**

An examination of the creative process including the stages, elements, and the products. Students learn ways to explore levels of creative unconsciousness and how and why the creative process works. Topics include: inspiration, authenticity, vision, voice, “performativity.” How do creative individuals achieve their ends? Students will develop a critical understanding of their own deepest level of imaginative experience. Also in this course, they will begin to consider an original and artistic approach that will culminate in a directed writing (Master) project in EN 692. *4 credits*

## **Genre Studies**

### **EN 543, 643 Seminar in Poetry I and II**

Advanced seminar course(s) aimed at intensive study in exploring and developing students’ interests in poetic form and technique. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different poetic forms. These courses seek to foster an appreciation for poetry as a genre and provide an occasion for crafting original work. *4 credits each*

### **EN 544, 644 Seminar in Fiction I and II**

Advanced seminar course(s) aimed at intensive study in exploring and developing students’ interests in the form and techniques of creative fiction. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different fictional forms. These courses seek to foster an appreciation for fiction as a genre and provide an occasion for crafting original work. *4 credits each*

### **EN 545, 645 Seminar in Non-fiction I and II**

Advanced seminar course(s) aimed at intensive study in exploring and developing students’ interests in the form and techniques of non-fiction. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different literary forms. These courses seek to foster an appreciation for non-fiction as a genre and provide an occasion for crafting original work. *4 credits each*

**EN 547 Research for Writers: The Literary Marketplace**

Students will engage in an analysis of the contemporary writer's market, from major publishers, to independent presses, to the Internet. By researching trends and developing an understanding of how their writing fits into market categories and compares with similar works, students will develop an understanding of how to frame writing projects for agents and publishers. This course may include visits from guest publishers and authors.

*4 credits*

**EN 549 Publicity and Promotion for Writers**

This is a course that centers on the methodology of publicity and promotion and commonly used tools and techniques that can be employed by writers to attract readers. A strong focus is placed on web-based techniques, including the creation of effective websites including blogging and podcasting. Students gain an understanding of how to promote their writing projects to agents and publishers, and how to utilize different print and electronic media for effective exposure as writers. *4 credits*

**EN 692 Master Project**

The Master Project is the culminating product of the M.F.A. in Writing. Students will begin in the fall of the first year, and continue throughout the program, to create, revisit, develop, and refine a body of substantial work in their chosen genre. Drawing on extensive background reading of relevant literary works, each student will prepare a manuscript that meets program standards for professional work in one of the following forms: a book-length manuscript of collected poems; a book-length collection of short stories; a completed novel; a book-length manuscript of non-fiction (autobiography, memoir, a sequence of personal essays). Master Projects will be housed in the Albertus Magnus College Library upon completion and final approval. *8 credits required*

**FACULTY**

(\*denotes full-time faculty)

- \***Robert Hubbard** holds an M.B.A. from the University of Connecticut and is associate professor and director of the Computer Information Systems Program. He is the author of three non-fiction works and specializes in the uses of information technology in publishing and publicity.
- \* **Eric Schoeck** graduated from Yale University and holds a MALS from Albertus Magnus College. He lived for 28 years in California before returning to Connecticut in 2002. While in California, in addition to teaching, he worked in radio. For 15 years he hosted a program on Public Radio called "Radiogram" which featured interviews with often internationally prominent authors in both fiction and non-fiction. He has written extensively for radio, including news, documentaries, and feature stories. He is currently an assistant professor of English and Humanities. He specializes in creative non-fiction and non-fiction.
- \***Sarah Harris Wallman** studied creative writing at the University of Virginia and has an M.F.A. in fiction from the University of Pittsburgh. She writes primarily novels and short stories, some of which can be found in Brooklyn's *L Magazine* and readshortfiction.com. Her work has been produced off-off-Broadway and nominated for Best American New Voices. She is currently at work on a novel that was workshopped at the 2009 Sewanee Writers' Conference under the tutelage of Diane Johnson.

**Charles Rafferty** holds an M.F.A. from the University of Arkansas. He has received poetry grants from the National Endowment for the Arts and the Connecticut Commission on Culture & Tourism. He has published five poetry chapbooks, the most recent of which is *Appetites* (Clemson University Press), and he has published five full-length collections of poetry, including *The Man on the Tower* (University of Arkansas Press), *A Less Fabulous Infinity* (Louisiana Literature Press), and the forthcoming *The Unleashable Dog* (Steel Toe Books). His first collection of flash fiction, *Saturday Night at Magellan's*, is forthcoming from Fomite Press. He has published hundreds of poems, essays, and stories in such places as *The New Yorker*, *Oprah Magazine*, *Prairie Schooner*, *The Southern Review*, *TriQuarterly*, *Quarterly West*, *Sonora Review*, *The Cortland Review*, *Measure*, *Massachusetts Review*, *Louisiana Literature*, *The Literary Review*, *DoubleTake*, and *Connecticut Review*. His poems have also appeared in several anthologies and textbooks, including *American Poetry: The Next Generation* (Carnegie Mellon University Press), *Rhyming Poems: A Contemporary Anthology* (University of Evansville Press), and *Sonnets: 150 Contemporary Sonnets* (University of Evansville Press).

\***Paul Robichaud** is Associate Professor and Chair of the Department of English. His poems have appeared in the inaugural issue of *Palimpsest: Yale Literary and Arts Magazine*, *The Hudson Review: New Writers Issue*, *Agenda* (UK), and, most recently, *Brittle Star* (UK). His study of the modern British poet and painter David Jones, *Making the Past Present: David Jones, the Middle Ages, and Modernism*, was published by The Catholic University of America Press in 2007. He has also published critical essays on James Joyce, Hugh MacDiarmid, Geoffrey Hill, and the medieval poet William Dunbar. He is currently planning a collection of poems and writing a book on modernism and national identities in Great Britain and Ireland.

# Master of Science in Education

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## Program Description

The Master of Science in Education program seeks to strengthen the ability of educators to work effectively in promoting literacy and academic achievement in the culturally and ethnically diverse environment of 21st century America. The program stresses the ability to seek out, understand, and apply insights from current educational research, with the fundamental goal of improving literacy skills of all students, including English language learners, as a means of enhancing learning in all content areas. The program is intended to prepare educators to assume leadership roles among their colleagues and within their school districts, particularly in initiatives related to differentiating instruction and improving student literacy levels.

The goal of the College with regard to this program is one that it shares with Connecticut and, indeed, the nation: to strengthen educators' ability to enable students to be literate and productive citizens, capable of achieving their own goals and of strengthening our democratic system of government.

The major goals of the Master of Science Program at Albertus are as follows:

- To place education within an ethical framework
- To strengthen skills related to teaching literacy across the curriculum
- To strengthen the ability to collect and analyze data
- To develop the ability to use assessment to inform classroom instruction
- To master the ability to recognize and conduct valid educational research and to incorporate research based instruction in lessons and units of instruction
- To master the ability to recognize differences among students and to provide differentiated instruction that enables all students to learn

## Accelerated Degree Program Format

Classes are offered in an Accelerated Degree Program format, which consists of five eight-week modules during the calendar year. Mods 1 and 2 are during the fall, Mods 3 and 4 are during the spring, and Mod 5 is during the summer. All classes run as seminars, in a blended format. Blended classes meet once a week in the classroom with the second class meeting online, giving students the flexibility of working from home while still meeting weekly with professors and peers in the classroom.

## Admissions Requirements

The following will be required of all applicants accepted into the Master of Science in Education Program:

- Bachelor's degree from a regionally accredited college or university, with an overall grade point average of at least 2.7 (B-)
- Valid Connecticut teaching certificate or eligibility for CT teacher certification [Applicants not certified may request a waiver indicating reasons for request.]

- Completed application form and non-refundable fee of \$50.00 in the form of a check made payable to Albertus Magnus College, including official transcripts of all undergraduate and graduate degree work
- Three letters of recommendation, including a character reference, and at least one academic reference [If currently teaching, a reference from a supervising administrator is encouraged.]
- Graded piece of writing from an upper level course at the undergraduate or a previous graduate level course

All application materials should be sent to:

Div. of Accelerated Degree Programs  
 Aquinas Hall  
 Albertus Magnus College  
 700 Prospect Street  
 New Haven, CT 06511

## Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from an accredited institution toward satisfying the M.S. Ed. Program degree requirements. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a grade of B (3.0) or better within the last five years at a regionally accredited institution. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program.

## Tuition and Fees

Tuition and Fees for the 2013–2014 Academic Year

Tuition per three credit course	\$1,806.00
Tutorial surcharge	\$ 500.00 (for student requested tutorial)
Change of course fee (add/drop)	\$ 10.00
Withdrawal fee	\$ 10.00
Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
Late registration fee	\$ 20.00
Information Technology fee	\$ 6.00 per credit
Graduation fee	\$ 150.00

## Refund Policy

To drop a course, the student must come in person to the Division of Professional and Graduate Studies Office and fill out a Drop Form and pay the \$10 fee at the time of dropping the course. Failure to attend class or merely giving notice to an instructor does not constitute an official drop and may result in a penalty grade being recorded for the course. **There are no exceptions to this policy.** Failure to follow this policy within the time frame indicated below will result in a full charge to the student.

Refund of tuition will be made according to the following schedule:

100% tuition refund prior to the second in-class or \*virtual class meeting

50% tuition refund prior to the third in-class or \*virtual class meeting

No refund after the third in-class or \*virtual class meeting

REMINDER: All fees (registration fee, add/drop fee, course lab fees, art fees, etc.) are non-refundable unless the course is cancelled by the College.

\*Virtual class meeting encompasses all blended and online courses, and the class days are defined as follows:

Blended courses on a Monday/Wednesday schedule

First Class – Monday, start of course

Second Class—Wednesday, first week of course

Third Class—Monday, second week of course

Blended courses on a Tuesday/Thursday schedule

First Class – Tuesday, start of course

Second Class—Thursday, first week of course

Third Class—Tuesday, second week of course

Online courses: For purposes of determining class days for tuition refunds, all online courses will follow a Monday/Wednesday schedule:

First Class – Monday, start of course

Second Class—Wednesday, first week of course

Third Class—Monday, second week of course

Students who drop classes during the 100% or 50% refund schedule (and do not add others) will retain a credit on their account to be used towards the next mod. Students wishing to be reimbursed must make their request through the Business Office by calling 203-786-3025 if they are self-pay, or the Financial Aid Office (203-773-8508) if they have received financial aid. Please note that the decision to drop classes during the 100% or 50% schedule may affect financial aid. Students who have financial aid should consult with the Financial Aid Office when deciding to withdraw.

Financial aid recipients must meet with their financial aid officers before adding or dropping a course (especially if there will be a change in enrollment).

## Academic Advisement

Academic advisement in the program is accomplished via appointment by the Program Director, who assists individual students with course planning, registration, and regular academic reviews.

## Course Load

Students in the Master of Science in Education Program may enroll for no more than 6 credits per mod.

## Registration

Students are notified of the dates for registration by memorandum and are provided with a list of the upcoming course offerings. Students are expected to consult with their Program Director during the registration period. A \$10 registration fee per mod is



payable at the time of registration. An additional \$20 late registration fee is charged to students who fail to sign up for classes during the registration period.

## Graduation Requirements

- Completion of all required coursework.
- Satisfactory completion of the Capstone Sequence
- 3.0 overall G.P.A. on a scale of 4.0. Students receiving a final grade of C- or lower in any course will be required to repeat that course.
- Completion of all requirements within seven years of matriculation.
- Payment of all tuition and fees.

## Graduation with Honors

In this Program, to be eligible to have “With Honors” bestowed at graduation

- The student must have a cumulative grade point average of 3.90 and above.
- The student must receive a grade of “A” in both ED 680 Capstone Research Practicum and ED 691 Comprehensive Activity.

## Curriculum

### Foundation Courses

ED 501	Maps of Education: Tracing the Roots of Contemporary Public Education	3 credits
ED 502	Educational Psychology: Theories, Learning, Development, and Teaching Practices	3 credits
ED 503	Educational Research	3 credits

### Student Needs Sequence

ED 601	Language Acquisition and Structure	3 credits
ED 602	Reading and Writing as Tools for Learning	3 credits
ED 603	Assessment and Student Learning	3 credits
ED 604	Culture and Inter-group Relations	3 credits
ED 605	Differentiated Instruction in the Classroom	3 credits
ED 606	Technological Applications in the Classroom	3 credits

### Capstone Sequence

ED 680	Capstone Research Practicum	2 credits
ED 691	Comprehensive Activity	1 credit

## COURSE DESCRIPTIONS

### Foundation Courses

#### **ED 501 Maps of Education: Tracing the Roots of Contemporary Public Education**

A detailed study of the historical and philosophical roots of contemporary and public education. In light of the fundamental question of why do we educate children, this course examines the educational interplay of the State, community, family, and teaching professionals in different eras and the consequences, both intended and unintended, of legislative initiatives and educational reforms. *3 credits*

#### **ED 502 Educational Psychology: Theories, Learning, Development, and Teaching Practices**

This course is a study of the assumptions about learning and development that underlie various educational practices by acquainting students with different theories in both of these areas. It will provide students with opportunities to develop their problem solving skills in the context of education and psychology. Topics covered during the course will include development, learning theories, individual differences (in literacy development), problem solving, instructional objectives and methods, motivation, behavior management and the development of self-regulated learners, and assessment. *3 credits*

#### **ED 503 Educational Research**

This course examines how educators can use both qualitative and quantitative methods of data collection and analysis to improve the learning experience of their students. The focus is on both conducting primary research and becoming skilled critical consumers of published educational research. These skills will be cultivated further in subsequent classes all of which will prepare students to complete their Capstone Research Project successfully. *3 credits*

### Student Needs Sequence

#### **ED 601 Language Acquisition and Structure**

So much of learning is dependent on language as it appears in writing, both electronically and in hard print. The purpose of this course is to assure candidates' knowledge of how language operates so that they will be effective in teaching students to use language to learn and communicate. Special attention is paid to teaching English language learners and students with reading weakness, and planning instruction based on current research pertaining to literacy. *3 credits*

#### **ED 602 Reading and Writing as Tools for Learning**

The premise of this class is that all teachers are teachers of reading and writing. Participants review current research on effective reading and writing instruction, especially as tools for learning across all content areas. In addition, attention is given to integrating reading and writing instruction in all lessons and units of study. *3 credits*

**ED 603 Assessment and Student Learning**

Participants in this course learn how to gather information about student learning as a means of teaching students effectively and appropriately. Instruction focuses on practical application within the participants' content areas and instructional levels. Topics include Curriculum Based Measurement, progress monitoring within Science Research Based Instruction (SRBI), interpretation of norm-referenced assessments, and alternative dynamic assessments. *3 credits*

**ED 604 Culture and Inter-group Relations**

Given the increasingly multicultural student population in American schools of the twenty-first century, it is important for all educators to become sensitive to diverse cultural contexts, and to establish classroom climates in which all students will feel they are welcome and that they have the ability to succeed. This course addresses a wide range of issues facing teachers in a multicultural society, and leads those enrolled in the course to draw parallels and contrasts between their own culture and a variety of other cultures. *3 credits*

**ED 605 Differentiated Instruction in the Classroom**

This course is based on the premise that all students can be successful. Participants study current research on the nature of differentiated instruction and consider various possibilities for application of this research in typical classrooms in both urban and suburban environments. Among other considerations, course content includes a definition of differentiated instruction as both learner and knowledge-centered, and an investigation of various strategies suggested by current research for differentiating both content and skills instruction. *3 credits*

**ED 606 Technological Applications in the Classroom**

The explosion of technology in this century has provided opportunities for innovative approaches to learning, and also to teaching. The purpose of this course is for participants to discover currently available technology for classroom use, to acquire the ability to assess quality of available technology, and to use technology as means for effective instruction. *3 credits*

**Capstone Sequence****ED 680 Capstone Research Practicum**

All those enrolled in this course will work with a project advisor. Following the selection of a project and its development the candidate will work it into a final draft to be read and assessed by a committee consisting of the candidate's advisor and two other members of the graduate faculty. Prerequisites: All course requirements within the program. *2 credits*

**ED 691 Comprehensive Activity**

Candidates will work with an advisor to determine a focus for a reflective summary of the entire program, and to select the means by which to demonstrate how every course in the program has resulted in the candidate's improved teaching practices. *1 credit*

## FACULTY

(\* denotes full-time faculty)

**Martha Bless**, B.A., Teikyo Post University; M.S., Southern Connecticut State University

**Aimée Bernais Giangrave**, B.A., Providence College; M.A., St. Joseph College; Ed.D., Central Connecticut State University

**Melanie Hannigan**, O.P., B.S., Ohio Dominican University; M.S., Fordham University; Ed.D., Teachers College/Columbia University

**Lesley Hart**, B.A., Florida Atlantic University; M.A., Wake Forest University; Ph.D., University of Pittsburgh

**Saylor Heidmann**, B.A., Wittenberg University; M.S., Purdue University; certification coursework in school psychology and administration and supervision, Southern Connecticut State University; doctoral coursework, Teachers College/Columbia University

**William Howe**, B.A., McMaster University; B.Ed, University of Western Ontario; M.S., Lesley University; M.A., Ed.D., Teachers College/Columbia University

\***Loel Tronsky**, B.A., Dartmouth College; M.S., Ph.D., University of Massachusetts at Amherst

\***Joan Venditto**, B.A., Albertus Magnus College; M.A., Middlebury College; Doctor of Arts, Carnegie Mellon University

\***Joseph Veth**, B.S. Fordham University; M.A. Maryknoll School of Theology; Ph.D., University of Connecticut

# Advanced Alternative Preparation (AAP) for Literacy Specialist in Reading/Language Arts Certification

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## Program Overview

The Advanced Alternative Preparation (AAP) is a non-credit, non-degree program administered by Albertus Magnus College under the auspices of the Connecticut Department of Higher Education. This accelerated program is designed for certified teachers seeking cross endorsement certification as specialists in remedial reading/remedial language arts, grades 1–12 (#102). The thirteen-month program consists of three parts. An initial summer includes instruction in theory and practice in the fundamentals of language and literacy, and in assessment and evaluation pertaining to reading and language arts. In addition, during this first summer candidates participate in supervised clinical practice. The following academic year includes nine Saturday seminars designed to prepare participants to assume responsibilities as literacy specialists. In addition, candidates work under the guidance of an advisor to instruct and assess small groups of students, coach classroom teachers, shadow reading specialists, and reflect on a considerable amount of reading from a professional reading list. The third and final part of the program consists of a summer during which candidates work in teams to complete an assigned project related to literacy instruction.

## Purposes

- Address shortage of certified reading specialists
- Enable classroom teachers to acquire special expertise in diagnosis, instruction, and assessment of literacy
- Improve literacy skills of Connecticut's school children

## Applicant Requirements

- Valid Connecticut teaching certificate
- Evidence of teaching full-time for 5 of the past 8 years
- Master's Degree (or 30 credits beyond baccalaureate degree)
- Strong written and oral communication skills
- Completion of all application requirements

## Application Process

- Completed and signed application form
- 3 letters of recommendation, including one from a current administrator
- Résumé
- Official transcripts from institutions of higher education

- Essay (see additional information on application form)
- Application fee (\$50 check made payable to Albertus Magnus College)

All application materials should be sent to:

Director of Graduate Education Programs  
 Weldon Hall  
 Albertus Magnus College  
 700 Prospect Street  
 New Haven, CT 06511-1189

## Important Dates

### 2014–2015 Program

March 3, 2014: Application deadline for the 2014–2015 AAP program

March 2014: Interviews with candidates

April 14, 2014: Notification of acceptance into program

## Tuition and Fees

Non-refundable application fee: \$ 50.00

Tuition for entire three-part program: \$4,200.00

(to be paid in four installments—dates given at time of acceptance to program)

## Program Description

### 2014–2015

#### Part I: Summer 2014

**Dates:** June 30–July 29, 2014

**Hours:** 9:00 AM–2:30 PM Monday through Friday

#### Content:

Instruction in: theory and practice in the fundamentals of language and literacy; measurements, assessment, and evaluation in reading and language arts; supervised clinical practice

#### Part II: Academic Year 2014–2015

##### Saturday Lectures (monthly)

#### Dates:

September 6, 2014

October 4, 2014

November 1, 2014

December 6, 2014

January 10, 2015 (snow date: Jan. 24)

February 7, 2015 (snow date: Feb. 28)

March 7, 2015

April 11, 2015

May 2, 2015

**Hours:** 9:00 AM–2:00 PM

**Content:** Nine seminars designed to prepare participants to assume responsibilities as literacy specialists.

***In addition to the nine seminars participants will be involved in the following activities during the academic year 2014–2015:*** clinical practice, consisting of work with individual or small groups of students; clinical practice, consisting of work with classroom teachers; shadowing experiences with reading specialists; reading and reflection from a professional reading list devised by each participant and his/her advisor. The advisor will facilitate winter activities and be the liaison between the AAP candidate and his/her school, as appropriate.

### **Part III: Summer 2015**

**Dates:** July 6–July 31, 2015

**Hours:** 9:00 AM–2:30 PM Monday through Friday

**Content:** Culminating Group Project

### **Contact Us**

Graduate Education Programs  
Weldon Hall  
Albertus Magnus College  
700 Prospect Street  
New Haven, CT 06511  
Email: [cbissell@albertus.edu](mailto:cbissell@albertus.edu)  
Phone: 203-773-8087

## **FACULTY**

(\* denotes full-time faculty)

**Saylor Heidmann**, B.A., Wittenberg University; M.S., Purdue University; Certification coursework in school psychology and administration and supervision, Southern Connecticut State University; coursework in doctoral program, Teachers College/Columbia University

\***Loel Tronsky**, B.A., Dartmouth College; M.S., Ph.D., University of Massachusetts at Amherst

\***Joan Venditto**, B.A., Albertus Magnus College; M.A., Middlebury College; certification coursework in reading, Southern Connecticut State University; Doctor of Arts, Carnegie Mellon University

# Master of Science in Human Services

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## Program Description

The Master of Science in Human Services provides students with an education that will enable them to function effectively as psychosocial health professionals capable of assuming responsible positions in a variety of public and private agencies. Albertus Magnus College human service graduates will be empowered to use their advanced skills to offer assistance to clients within the context of their community and environment.

In keeping with the mission of Albertus Magnus College, the program is designed to be a formative process that assists students from a wide range of backgrounds gain access to higher education, acquire advanced academic skills and knowledge, and develop the capacity to be informed, effective, and ethical citizens.

Specifically, students will acquire the advanced knowledge and skills to:

- Advocate for clients through knowledge of community resources in the human services network.
- Analyze major social issues, social problems, and current socio-political and socio-cultural events which affect human services.
- Demonstrate competence in the basic methods/techniques used to evaluate individuals with mental illness, developmental disabilities, cognitive impairments, or other forms of disability or dysfunction.
- Implement common psychosocial treatment approaches based on key theories and related concepts; define achievable goals of counseling and contributions and limitations of various treatment modalities.
- Demonstrate advanced knowledge of legal and ethical standards affecting the delivery of human services.
- Evaluate behavior, cognitive, affective, and environmental factors in order to identify and set long-term achievable goals for clients.
- Evaluate psychological, and socio-cultural aspects of normal and abnormal behavior, theories of causation and treatment approaches.

## Accelerated Degree Program Format

Classes in the MSHS Program are offered in an Accelerated Degree Program format, which consists of five eight-week modules during the calendar year. Mods 1 and 2 are during the fall, Mods 3 and 4 are during the spring, and Mod 5 is during the summer. All classes run as seminars, with some offered in a traditional and others in a blended format. Traditional classes meet twice a week on Mondays and Wednesdays or Tuesdays and Thursdays. Blended classes meet once a week in the classroom with the second class meeting online, giving students the flexibility of working from home while still meeting weekly with professors and peers in the classroom.



## Admission Requirements

- Completion of baccalaureate degree from a regionally accredited institution of higher learning.
- A cumulative undergraduate G.P.A. of 2.8 or better on a 4.0 scale.
- Official transcripts from all institutions of higher learning previously attended, whether a degree was completed or not.
- Two letters of recommendation from former professors (within the last 5 years) and/or from current or recent professional associates.
- Proficiency in the English language, as demonstrated by at least four years of successful academic work at a college or university using English as the primary language of instruction and evaluation, or by a satisfactory score on the TOEFL exam. Satisfactory scores will be considered to be 70 or higher if the internet-based TOEFL (iBT) is taken. If the paper-based TOEFL (PBT) is taken, a score of 580 or higher will be satisfactory.
- In some cases, an interview (either in person or by phone) may be required.

Please note that students are required to have a minimum of 15 credits in psychology, human services, and/or social work as a prerequisite to beginning course work in the M.S. in Human Services. Students must also demonstrate graduate level writing ability or take GCC 500 *Advanced Academic Writing*. GCC 500 can be taken prior to or concurrent with Mod 1 coursework in the M.S. in Human Services.

Students may apply for admission to the program at the start of the fall in Mod 1 or in spring in Mod 3.

All new student applications must be complete and submitted to the Director no later than two weeks prior to the start of a session. If an application is received after this timeframe, the new student will be considered for the next scheduled session.

All application materials should be sent to:

Director of the Master of Science in Human Services Program  
Albertus Magnus College,  
700 Prospect Street,  
New Haven, CT 06511-1189.

## Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from an accredited institution toward satisfying the MSHS Program degree requirements. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a grade of B (3.0) or better within the last five years at a regionally accredited institution. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program.

Internal transfer students from other Albertus graduate programs must complete at least 50% of their requirements (20 credits) in the MSHS Program.

## Tuition and Fees

Tuition for the MSHS program (for the 2011–2012 Academic Year) is as follows:

### Tuition and Fees for the 2013–2014 Academic Year

Tuition per three credit course	\$1,806.00
Tutorial surcharge	\$ 500.00 (for student requested tutorial)
Change of course fee (add/drop)	\$ 10.00
Withdrawal fee	\$ 10.00
Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
Late registration fee	\$ 20.00
Information Technology fee	\$ 6.00 per credit
Graduation fee	\$ 150.00

## Refund Policy

To drop a course, the student must come in person to the Division of Professional and Graduate Studies Office and fill out a Drop Form and pay the \$10 fee at the time of dropping the course. Failure to attend class or merely giving notice to an instructor does not constitute an official drop and may result in a penalty grade being recorded for the course. **There are no exceptions to this policy.** Failure to follow this policy within the time frame indicated below will result in a full charge to the student.

Refund of tuition will be made according to the following schedule:

100% tuition refund prior to the second in-class or \*virtual class meeting

50% tuition refund prior to the third in-class or \*virtual class meeting

No refund after the third in-class or \*virtual class meeting

REMINDER: All fees (registration fee, add/drop fee, course lab fees, art fees, etc.) are non-refundable unless the course is cancelled by the College.

\*Virtual class meeting encompasses all blended and online courses, and the class days are defined as follows:

Blended courses on a Monday/Wednesday schedule

First Class – Monday, start of course

Second Class—Wednesday, first week of course

Third Class—Monday, second week of course

Blended courses on a Tuesday/Thursday schedule

First Class – Tuesday, start of course

Second Class—Thursday, first week of course

Third Class—Tuesday, second week of course

Online courses: For purposes of determining class days for tuition refunds, all online courses will follow a Monday/Wednesday schedule:

First Class – Monday, start of course

Second Class—Wednesday, first week of course

Third Class—Monday, second week of course

Students who drop classes during the 100% or 50% refund schedule (and do not add others) will retain a credit on their account to be used towards the next mod. Students wishing to be reimbursed must make their request through the Business Office by calling 203-786-3025 if they are self-pay, or the Financial Aid Office (203-773-8508) if they have received financial aid. Please note that the decision to drop classes during the 100% or 50% schedule may affect financial aid. Students who have financial aid should consult with the Financial Aid Office when deciding to withdraw.

Financial aid recipients must meet with their financial aid officers before adding or dropping a course (especially if there will be a change in enrollment).

## **Academic Advisement**

Academic advisement in the program is accomplished via appointment by the program director, who assists individual students with course planning, registration, and regular academic reviews.

## **Course Load**

Students in the MSHS Program may register for no more than 6 credits per mod or 9 credits per semester.

## **Registration**

Students are notified of the dates for registration by memorandum and are provided with a list of the upcoming course offerings. Students are expected to consult with their Program Director during the registration period. There is a \$20 registration fee payable at the time of registration. An additional \$20 late registration fee is charged to students who fail to sign up for classes during the registration period.

## **Graduation Requirements**

- Completion of all required coursework.
- 3.0 overall G.P.A. on a scale of 4.0. Students receiving a final grade of C- or lower in any course will be required to repeat that course.
- Completion of all requirements within seven years of matriculation.
- Payment of all tuition and fees.

## **Graduation with Honors**

In the Program, to be eligible to have “With Honors” bestowed at graduation

- The student must have a cumulative grade point average of 3.90 and above.
- The student must receive a grade of “A” in HS 660 Capstone Seminar.

## Curriculum

### Required Human Services Courses (15–18credits)

HS 530	Ethical & Legal Issues in Human Services	3 credits
HS 531	Multicultural and Diversity Issues in Human Services	3 credits
HS 536	Case Management	3 credits
HS 580	Field Experience	3–6 credits
HS 600	Capstone Seminar	3 credits

### Required Psychology Courses (15 credits)

PY 530	Theories of Counseling	3 credits
PY 533	Psychopathology	3 credits
PY 537	Counseling Techniques	3 credits
PY 539	Program Evaluation	3 credits
PY 540	Organizational Behavior & Group Dynamics	3 credits

### Elective Courses (6–9 credits)

HS 514	Resolving Conflict through Dialogue	3 credits
HS 532	Human Resource Management	3 credits
PY 541	Addictions Counseling	3 credits
PY 542	Career Counseling & Vocational Rehabilitation	3 credits
PY 581	Action Research Project	3 credits

**TOTAL CREDITS 39**

## COURSE DESCRIPTIONS

### HS 514 Resolving Conflict through Dialogue

The meaning of conflict resolution adopted in this course is focused on peaceful, non-violent mechanisms, spanning formal and informal interactions and bargaining between disputants to reach procedural and substantive solutions. Levels of conflicts and resolution settings are often differentiated by identifying the adversaries, whether they are nation-states, ethnic groups, business or political organizations community groups, neighbors, or individuals. Students will examine these perspectives in order to understand various layers where conflicts arise, and to make comparisons across issues and participants noting similarities and contrasts in resolution manner, effort, and achievement. This course is delivered in a blended format. *3 credits*

### HS 530 Ethical & Legal Issues in Human Services

This course focuses on ethical and legal issues relevant to the delivery of human services. Topics include ethical principles and ethical issues in human services; professional codes of ethics related to human service managers and human service delivery systems; the U.S. legal system and its role in human service delivery systems; and the legal and ethical issues related to vulnerable populations, behavioral interventions, self-determination and self-advocacy, confidentiality, and professional boundaries. This course is delivered in a blended format. *3 credits*

**HS 531 Multicultural and Diversity Issues in Human Services**

This course focuses on the range of populations served and needs addressed by human services. Topics include diversity issues related to clarifying expectations, dealing effectively with conflict, societal context, ethical behavior, techniques for building rapport in diverse groups, problem-solving, decision-making, and predicting outcomes. This course is delivered in a blended format. *3 credits*

**HS 532 Human Resource Management**

This course examines the principles and issues of human resource management, including the management of information systems. Emphasis is on the design of formal systems and the functions performed in organizations to ensure the most effective use of human resources. Attention is paid to strategies used by managers for the recruitment, retention, and development of human resources to produce a positive workplace environment. Legal and ethical issues encountered by human resource managers are also discussed. This course is delivered in a blended format. *3 credits*

**HS 536 Case Management**

This course examines concepts and principles of case management practice with special populations such as older adults, children and families, persons with serious and persistent mental illness, substance abuse, and persons with chronic disease and those facing end of life decisions. The core functions of case management practice in a range of settings are addressed in relationship to issues of diversity, vulnerability, and empowerment. This course is delivered in a blended format. *3 credits*

**HS 580 Field Experience**

This course will provide students with a field-based experience in a private or public human service agency under the supervision of the agency staff as well as a College faculty member. Students who are currently employed in a human services setting may choose an action research project in place of part of the field experience. This is an on-site course and runs for a full semester. *3–6 credits*

**HS 600 Capstone Seminar**

Students read and discuss professional literature relevant to the human services field, including articles related to current controversial issues and to the functions performed by their own agencies. Library research, which concludes with a substantial literature review paper, is required. *3 credits*

**PY 530 Theories of Counseling**

This course provides a survey of major theories of counseling, including the principal psychodynamic, humanistic, and cognitive-behavioral approaches. In addition to covering traditional schools of thought, emphasis is placed on contemporary developments in the area of time-limited treatment and the special difficulties inherent in this change in standard and clinical practice. *3 credits*

**PY 533 Psychopathology**

This course provides an overview of abnormal psychology, including cognitive-behavioral, psychodynamic, and neuropsychiatric, and socio-cultural perspectives as well as descriptive psychopathology. The course also entails a thorough grounding in the official psychiatric diagnostic classification system (currently DSM-IV) that is used by all hospitals, clinics, and rehabilitation facilities as per requirements of third-party payers and treatment review boards. *3 credits*

**PY 537 Counseling Techniques**

This course is an intensive practical experience in counseling techniques to help students attain competency in the application of theory in the counseling relationship. *3 credits*

**PY 539 Program Evaluation**

This course provides knowledge, theory, and skills needed for the systematic assessment of the effectiveness of psychosocial intervention programs: evaluation of outcomes of treatments provided by human services agencies. Emphasis will also be placed on program planning and evaluation models that are widely used in human services. *3 credits*

**PY 540 Organizational Behavior & Group Dynamics**

This course examines the theoretical assumptions of organizational behavior and the issues and challenges which arise when managing and leading. Students investigate the relationships between the individual, the group, and the organization. Students also explore the various stages of groups, including pre-group assessment and screening of group members, group development, the initial stage, the transition stage, the working stage, and the ending stage of groups. Ethical and multicultural issues as they apply to groups are examined. This course is delivered in a blended format. *3 credits*

**PY 542 Career Counseling & Vocational Rehabilitation**

Through an examination of career development theories and decision-making models, the student gains an understanding of career development planning, organization, implementation, and evaluation. The interrelationships among work and other life roles are also explored. Students are also introduced to counseling theories related to vocational rehabilitation. This course may be taken an elective course to fulfill the requirement for 6 credits of electives. *3 credits*

**PY 541 Addictions Counseling**

This course provides an examination of the major approaches to understanding and treating substance-related disorders. It also examines the classifications of drugs, their pharmacological action, the process of addiction and recovery, treatment resources, and the legal and ethical guidelines for working with substance abusers. *3 credits*

**PY 581 Action Research Project**

Students conduct original empirical research, typically evaluating the effectiveness of a specific human services program. This program may be designed by the student or be part of the usual psychosocial interventions provided by an agency. This course may be taken in lieu of 3 credits of field experience by students who have extensive experience in a human services agency. This course is delivered in a blended format. *3 credits*

## FACULTY

(\* denotes full-time faculty)

**James Brine**, B.S., Georgetown University; Ed.D., University of Massachusetts at Amherst

**Andrew Carrano**, B.A., M.S., C.A.S., Southern Connecticut State University

\***Howard Fero**, B.A., Hofstra University; M.S., Baruch College, City University of New York; Ph.D., Claremont Graduate University

**Carol Huckaby**, B.A., Albertus Magnus College; M.A., University of New Haven; M.A., Southern Connecticut State University

\***Stephen Joy**, B.A., Bowdoin College; M.S., Southern Connecticut State University; Ph.D., University of Connecticut

**David Lefkowitz**, B.A., M.A., Alfred University; Ph.D., Kansas University

**Ragaa Mazen**, B.A., Ein-Shams University, Cairo, Egypt; M.S., Ph.D., Yale University, NCC

**Kevin Nash**, Diploma in Marketing, Dublin Institute of Technology; M.A., University of Kent; Ph.D., Capella University

**Shelley Frazier Pelletier**, B.A., Albertus Magnus College; M.A., Southern Connecticut State University; Ph.D., University of Northern Colorado

\***Hilda Speicher**, B.A., City University of New York; M.A., Ph.D., University of Delaware

**Maury Steigman**, B.A., SUNY Plattsburgh; M.S. Southern Connecticut State University; Certificate Program, Center of Gestalt Training, Southern Connecticut State University; Certificate in Advanced Graduate Study in Family Therapy, Southern Connecticut State University; M.S.W., Columbia University

\***Joseph Veth**, B.A., Fordham University; M.A., Maryknoll School of Theology; Ph.D., University of Connecticut

\***John Wasserman**, B.A., Wesleyan University; M.S., Columbia University; M.B.A., University of Hartford

# Master of Arts in Leadership

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## Program Description

The mission of the Master's in Leadership program at Albertus Magnus College is to provide an educational experience that offers its participants ample opportunity to learn about and to practice leadership in a nurturing and intellectually invigorating environment. Participants in the program are encouraged to reflect on and develop a type of leadership that is rooted in service to others and build on a vision of reciprocal trust and ethical behavior.

The Master's in Leadership program at Albertus Magnus College views leadership as a relational process that is inclusive of the people and diverse points of view, is purposeful and builds commitment towards a shared vision, empowers those involved, and is rooted in ethical reasoning and cultural and self-awareness. The 33-credit hour graduate program is designed to help build skills in critical leadership areas.

Grounded in the best tradition of the liberal arts, or “arts that liberate”, and professional disciplines, the Master of Arts in Leadership Program integrates concepts from philosophy, religion, organizational psychology, sociology, cultural anthropology, organizational theory and development, strategic management, political science, and human resource management to provide participants with a strong base for effective leadership in a diverse and pluralistic society.

## Accelerated Degree Program Format

Classes are offered in an Accelerated Degree Program format, which consists of five eight-week modules during the calendar year. Mods 1 and 2 are during the fall, Mods 3 and 4 are during the spring, and Mod 5 is during the summer. All classes run as seminars in a blended format, meeting once a week in the classroom with the second class meeting online, giving students the flexibility of working from home while still meeting weekly with professors and peers in the classroom.

## Admission Requirements

- Bachelor's degree from a regionally accredited college or university with a minimum G.P.A. of 2.8 on a 4.0 system.\*
- A minimum of two years' requisite organizational experience.
- Official transcripts of all institutions of higher learning previously attended.
- Two letters of recommendation from former professors or professional associates.
- Proficiency in the English language, as demonstrated by at least three years of successful academic work at a college or university using English as the primary language of instruction and evaluation, or by a satisfactory score on the TOEFL exam.
- A written essay of 500–600 words, double spaced, detailing the applicant's professional interests, reasons for applying to the program, and educational expectations.
- Proficiency in the use of personal computers and the World Wide Web
- A completed application form and non-refundable fee of \$50.00.



\*Students who do not meet the above G.P.A. requirement may be admitted to the program on a provisional basis. Students may be required to complete prerequisite courses or earn a 3.0 cumulative grade point average in 12 credits before being fully admitted to the program.

For further information, please call 203-773-8505, or send an e-mail to *leadership@albertus.edu*.

All application material should be sent to:

Director of the Leadership Program  
 Albertus Magnus College  
 700 Prospect Street  
 New Haven, CT 06511-1189

## Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from an accredited institution toward satisfying the Leadership Program degree requirements. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a grade of B (3.0) or better within the last five years at a regionally accredited institution. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program.

## Tuition and Fees

Tuition and Fees for the 2013–2014 Academic Year

Tuition per 3 credit course	\$2,313.00
Tutorial Surcharge	\$ 500.00 (for student requested tutorial)
Change of Course fee	\$ 10.00 (ADD/DROP)
Withdrawal fee	\$ 10.00
Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
Late Registration fee	\$ 20.00
Information Technology fee:	\$ 6.00 per credit
Graduation fee	\$ 150.00

## Refund Policy

To drop a course, the student must come in person to the Division of Professional and Graduate Studies Office and fill out a Drop Form and pay the \$10 fee at the time of dropping the course. Failure to attend class or merely giving notice to an instructor does not constitute an official drop and may result in a penalty grade being recorded for the course. **There are no exceptions to this policy.** Failure to follow this policy within the time frame indicated below will result in a full charge to the student.

Refund of tuition will be made according to the following schedule:

100% tuition refund prior to the second in-class or \*virtual class meeting

50% tuition refund prior to the third in-class or \*virtual class meeting

No refund after the third in-class or \*virtual class meeting

REMINDER: All fees (registration fee, add/drop fee, course lab fees, art fees, etc.) are non-refundable unless the course is cancelled by the College.

\*Virtual class meeting encompasses all blended and online courses, and the class days are defined as follows:

Blended courses on a Monday/Wednesday schedule

First Class – Monday, start of course

Second Class—Wednesday, first week of course

Third Class—Monday, second week of course

Blended courses on a Tuesday/Thursday schedule

First Class – Tuesday, start of course

Second Class—Thursday, first week of course

Third Class—Tuesday, second week of course

Online courses: For purposes of determining class days for tuition refunds, all online courses will follow a Monday/Wednesday schedule:

First Class – Monday, start of course

Second Class—Wednesday, first week of course

Third Class—Monday, second week of course

Students who drop classes during the 100% or 50% refund schedule (and do not add others) will retain a credit on their account to be used towards the next mod. Students wishing to be reimbursed must make their request through the Business Office by calling 203-786-3025 if they are self-pay, or the Financial Aid Office (203-773-8508) if they have received financial aid. Please note that the decision to drop classes during the 100% or 50% schedule may affect financial aid. Students who have financial aid should consult with the Financial Aid Office when deciding to withdraw.

Financial aid recipients must meet with their financial aid officers before adding or dropping a course (especially if there will be a change in enrollment).

## Academic Advisement

Academic advisement in the program is accomplished via appointment by the Program Director, who assists individual students with course planning, registration, and regular academic reviews.

## Course Load

Students in the Master of Arts in Leadership Program may enroll for no more than 6 credits per mod.

## Registration

Students are notified of the dates for registration by memorandum and are provided with a list of the upcoming course offerings. Students are expected to consult with their Program Director during the registration period. There is a \$10 registration fee per mod payable at the time of registration. An additional \$20 late registration fee is charged to students who fail to sign up for classes during the registration period.

## Graduation Requirements

- Completion of all required coursework.
- Satisfactory completion of a Leadership Capstone Project
- 3.0 overall G.P.A. on a scale of 4.0. Students receiving a final grade of C- or lower in any course will be required to repeat that course.
- Completion of all requirements within seven years of matriculation.
- Payment of all tuition and fees.

## Graduation with Honors

In the Program, to be eligible to have “With Honors” bestowed at graduation

- The student must have a cumulative G.P.A. of 3.90 and above.
- The student must receive a grade of “A” in LDR 604 Strategic Leadership Final Project.

## Curriculum

Complete descriptions of each course are available in the Course Descriptions section of this Catalogue.

### Core Classes (18 Credits)

LDR 500	Leadership in Practice	1 credit
GCC 550	Graduate Writing and Research Workshop	2 credits
LDR 502	Leadership & the New Science: Research Design and Methods to Understand Leadership	3 credits
LDR 504	Cultural Anthropology and Leadership	3 credits
LDR 506	Moral Leadership: Defining the Character of Individuals in Organizations	3 credits
LDR 508	Servant Leadership	3 credits
LDR 604	Strategic Leadership in a Changing Society	3 credits

### Electives (Completion of 15 credits required)

LDR 510	Human Resource Management in a Changing Environment	3 credits
LDR 512	Leadership and Diversity	3 credits
LDR 514	Resolving Conflict Through Dialog	3 credits
LDR 550	Special Topics in Leadership*	3 credits
LDR 600	Team Building and Leadership	3 credits
LDR 602	Leadership, Imagination and Communication	3 credits
MB 516	Organizational Behavior	3 credits

Additional courses at the discretion of the Director may be added to this list.

\*LDR 550 may be taken a maximum of two times with different topics.

**TOTAL Credits: 33**

## COURSE DESCRIPTIONS

### **LDR 500 Leadership in Practice**

In this 1-credit, three session course participants will be introduced to the Master of Arts in Leadership. Participants will be presented with some seminal theories of leadership and asked to begin applying them to contemporary environments. The course will outline program requirements including the capstone project (journaling, film analysis, and ethnographic/applied leadership analysis), and will prepare participants for the expected program and graduate outcomes. LDR 500 is a pre or co-requisite class for students in the Master of Arts in Leadership program. (3 weeks) *1 credit*

### **GCC 550 Graduate Writing and Research**

This course is designed to assist students who are beginning graduate study to strengthen and improve their academic writing skills. An emphasis will be placed on mastering basic techniques of academic writing, including the correct use of written Standard English, organization, summarization, analysis, and citation. GCC 550 is a pre- or co-requisite class for students in the Master of Arts in Leadership program. *2 credits*

### **LDR 502 Leadership & the New Science: Research Design & Methods to Understand Leadership**

This course provides a wide-view background of the relationship between scientific thinking, decision making, research processes and design, leadership and organizational life. Students will explore the implications of the differing methods of leadership research practices and theories of change on our ideas and practices of leadership in organizations. Students will also review the fundamentals of the scientific research process and will focus on the use of qualitative and quantitative research methods as an appropriate response to understanding how and why organizations and leadership within them function as they do. *3 credits*

### **LDR 504 Cultural Anthropology & Leadership: Organizations as Culture**

In this course, students will analyze organizations using the conceptual and analytical tools of anthropology. Topics include the characteristics of culture, social organization, and the interplay between socio-cultural factors and leadership styles. Students will learn the distinctive methods that leaders and consultants borrow from cultural anthropology to deepen their understanding of their organizations. The seminar will focus on the interplay of leadership, culture, and organizational effectiveness. Participants will begin to learn the skills of ethnography, culminating in a mini-ethnographic study of an organization and a report of their findings. *3 credits*

### **LDR 506 Moral Leadership: Defining the Character of Individuals in Organizations**

In this course we will explore two important and related topics: leadership and ethics in organizations. Questions that will be explored include: What is leadership? How does it differ from management? Does it have an impact on organizational mission and performance? Where leaders in organizations, and what are their roles? What roles do leaders play in shaping the culture and in shaping what is considered right and wrong within the organization? Can ethical reasoning be taught, and if so, how can one learn the needed skills? How can one learn to make right vs. right decisions and explain their decisions to others? Since all organizational decisions are ultimately made and implemented

by individuals, we will focus primarily on practical aspects of leadership and ethical decision-making as they impact the individual, rather than looking at more broad issues such as the social responsibility of businesses or organizations. *3 credits*

### **LDR 508 Servant Leadership**

This course is designed as a study of the theory and practice of Servant Leadership. It is also an exploration of how students can apply Servant Leadership in their own lives. Students will explore the gulf between those who lead in order to serve others, and those who lead in order to serve self. This exploration will be undertaken from a variety of angles. Students will trace the origins of the Servant Leader concept and will explore modern-day examples of Servant Leadership in action through the writings of top management thinkers. Students will tie it all together by constructing practical applications of the Servant Leader theory to be used at work, school, and/or in their personal lives. *3 credits*

### **LDR 510 Human Resource Management in a Changing Environment**

This course is a study of techniques and skills necessary to manage and effectively guide human resources in a rapidly changing environment. Emphasis is on how human resource functions serve as tools for leadership and strategy implementation in organizations. Students will explore the actions a leader might take to craft a culture where retention and engagement of employees becomes a core competitive strategy and will understand the humanistic and ethical issues facing management and employees in the changing workforce. *3 credits*

### **LDR 512 Leadership & Diversity**

This course will enable students to understand the importance of valuing and managing the diversity of people. Students will be asked to challenge themselves and their ideas as they work through different workplace issues related to diversity and leadership, looking at issues from the viewpoint of a leader. Critical thinking will be essential when it comes to examining ideas, feelings, and plans related to diversity and leadership issues. Patience and tolerance of ideas and each other will be key. *3 credits*

### **LDR 514 Resolving Conflict through Dialogue**

The meaning of conflict resolution adopted in this course is focused on peaceful, non-violent mechanisms, spanning formal and informal interactions and bargaining between disputants to reach procedural and substantive solutions. Levels of conflicts and resolution settings are often differentiated by identifying the adversaries, whether they are nation states, ethnic groups, business or political organizations, community groups, neighbors, or individuals. Students will examine these perspectives in order to understand various layers where conflicts arise, and to make comparisons across issues and participants noting similarities and contrasts in resolution manner, effort, and achievement. *3 credits*

### **LDR 550 Special Topics in Leadership**

In this course students will be exposed to a current issue in Leadership. Faculty and students will explore the predetermined topic and discuss its relevance to Leadership in practice. *3 credits*

**LDR 600 Team Building and Leadership**

In this 3-credit course participants will study team leadership and teambuilding through a series of exercises, a behavioral assessment, group discussions, and readings. Key learning components encompass: enhancing the quality of participation in a team environment, modeling effective leadership, leading groups, how to communicate more effectively, creative thinking and purposeful behavior directed towards achieving team goals. Teams will be established and will create a Team Covenant that will assist them through their academic career and one where the application will transfer into their professional lives. Each learner will create a personal leadership development program to guide them in their professional careers. *3 credits*

**LDR 602 Leadership, Imagination and Communication**

In this seminar students will explore the role of leaders in imagining futures for themselves as well as their organizations. Students will study the importance of asking “why not” as leaders, and investigate the many methods of stimulating creative thought. Seminar members will explore their own creativity, discuss the creativity of successful leaders and organizations, and learn to apply theory to practice in their own personal and professional lives. *3 credits*

**LDR 604 Capstone Course: Strategic Leadership in a Changing Society**

In this culminating course, seminar members put the finishing touches on their capstone “leadership change project”—working extensively with each-other’s plans and learning to provide positive feedback and work across teams. Teams work on synthesis and final integration of their field research, complete their capstone project, and conduct analysis of peer team’s projects. The seminar re-capitulates the major themes of the program and explores deeper realms of human purpose and our roles as leaders in shaping future human potential. *3 credits*

**MB 516 Organizational Behavior**

This course examines the theoretical assumptions of organizational behavior and the issues and challenges that arise when managing and leading. Students will investigate the interrelationships between the individual, the group, and the organization. The course will emphasize managerial practices needed in a variety of settings and the application of these methods to realistic situations. Students will be required to demonstrate effective communication skills throughout the course. *3 credits*

**FACULTY**

(\* denotes full-time faculty)

\***Robert E. Bourgeois**, Cultural Anthropology; B.A., Yale University; M.A., Ph.D., University of Chicago

\***Norman Davis**, Management and Organizational Behavior; B.A., University of Nebraska; M.A., University of New Haven; Ph.D., The Union Institute and University

\***Howard C. Fero**, Leadership and Organizational Behavior; B.A., Hofstra University; M.S., Baruch College, City University of New York; Ph.D., Claremont Graduate University

**Alisa Hunt**, Education; B.B.A., National University; M.S., Ph.D., Capella University

**Renee Just**, Industrial and Organizational Psychology; BSBM, Albertus Magnus College; M.A., University of New Haven; Ph.D., Capella University

**Michael H. McGivern**, B.S., Central Connecticut State University; M.S., Rensselaer Polytechnic Institute; Ph.D., Walden University

\***Clara Munson**, Strategic and Human Resource Management; B.A., University of Louisville; M.B.A., University of New Haven; Ph.D., The Union Institute and University

**Kevin Nash**, Industrial and Organizational Psychology; Diploma in Marketing, Dublin Institute of Technology; M.A., University of Kent; Ph.D., Capella University

**Patricia Scussel**, B.A., Albertus Magnus College; M.B.A., University of New Haven

\***John Wasserman**, B.A., Wesleyan University; M.S., Columbia University; M.B.A., University of Hartford

# Master of Arts in Liberal Studies

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## Program Description

The Master of Arts in Liberal Studies at Albertus Magnus College provides an important avenue for life-long learning within a scholarly context, which builds upon and extends the Liberal Arts tradition of this college. Multidisciplinary by design, this graduate level study offers adult learners a thematic exploration into social, scientific and humanistic dimensions of our world as a framework for successful living in our increasingly interdependent world.

## Overview

The Liberal Studies Program at Albertus is a full member of the Association of Graduate Liberal Studies Programs (AGLSP). This body is an international organization founded in 1975. The 120 full members of the AGLSP are such distinguished institutions as Duke University, Georgetown University, Dartmouth College, The Johns Hopkins University, Villanova University and Southern Methodist University. The College is also a member of the Northeastern Association of Graduate Schools. Albertus Magnus College first offered the Master of Arts in Liberal Studies in 1991. It is accredited by the State of Connecticut Board of Higher Education, the New England Association of Schools and Colleges and the Association of Graduate Liberal Studies Programs.

Designed with the needs of the adult learner in mind, the Liberal Studies program offers a flexible approach to discovery and self-knowledge through coursework and independent study in a variety of subject areas. Unlike more narrowly focused graduate programs, the Master of Arts in Liberal Studies broadens the mind through many different disciplines. Students will develop their critical thinking, communication, and research skills through a lively engagement with important ideas and informed class discussions. Courses explore four thematic areas: 1) Society and Culture; 2) Arts and Humanities; 3) Science, Technology and Environmental Studies; and 4) Religion, Philosophy and Moral Choice. Small classes mean students work closely with faculty and each other, forming a community of learners. Students in the Master of Arts in Liberal Studies Program pursue a comparative approach to themes and issues, exploring disparate cultures and disciplines to develop a greater understanding dimensions of the human condition. The Liberal Studies Program emphasizes comparative analysis and global concerns. By doing so, it provides an invaluable opportunity for students to understand contemporary challenges to the individual. This is accomplished in an environment of intellectual freedom.

## Accelerated Degree Program Format

Classes in Liberal Studies are offered in an Accelerated Degree Program format, which consists of five eight-week modules during the calendar year. Mods 1 and 2 are during the fall, Mods 3 and 4 are during the spring, and Mod 5 is during the summer. All Liberal Studies classes run as seminars in a blended, and online format.



## Goals of the Master of Arts in Liberal Studies Program

In its dedication to a liberal arts education, Albertus Magnus College affirms its fidelity to the life of the mind and of the human spirit. The Albertus philosophy is that training in the liberal arts is an excellent preparation for a fulfilling life. Accordingly, this liberal arts program leads the student through an integrated study of the human person and of our human community in its various cultures and civilizations, and in its approaches to the natural world. The program accomplishes its goals by providing the student the opportunity to think critically upon, and to communicate clearly about certain inter-related themes as grounds for understanding our world. Through this integrated frame of reference, provided in a trans-disciplinary context, this program offers a broadened mode of inquiry into, and conceptualization of, the issues and ideas encountered. In summary, the Liberal Studies program is dedicated to the realization of the Dominican ideal: to search for truth in all its dimensions.

## Admission Requirements

- Bachelor's degree from a regionally accredited college or university with a minimum G.P.A. of 2.8 on a 4.0 system.
- Official transcripts of all institutions of higher learning previously attended.
- Two letters of recommendation from former professors or professional associates.
- Proficiency in the English language, as demonstrated by at least three years of successful academic work at a college or university using English as the primary language of instruction and evaluation, or by a satisfactory score on the TOEFL exam.
- A written essay of 500–600 words, double spaced, detailing the applicant's intellectual and professional interests, reasons for applying to the program, and educational expectations.
- Proficiency in the use of personal computers and the World Wide Web
- A completed application form and non-refundable fee of \$50.00.

Application materials should be sent to:

Director of the Master of Arts in Liberal Studies Program  
Division of Professional and Graduate Studies  
Albertus Magnus College  
700 Prospect Street  
New Haven, CT 06511-1189

Students must submit proof of undergraduate degree to matriculate in the program prior to registering for classes.

For further information, please call 203-773-8556.

## Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from an accredited institution toward satisfying the Liberal Studies Program degree requirements. Such credits must have been completed prior to entrance into the program and must satisfy

degree requirements. Transfer credits must have been completed with a grade of B (3.0) or better within the last five years at a regionally accredited institution. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program.

## Tuition and Fees

Tuition and Fees for the 2013–2014 Academic Year

Tuition per three credit course	\$1,806.00
Tutorial surcharge	\$ 480.00 (for student requested tutorial)
Change of course fee (add/drop)	\$ 10.00
Withdrawal fee	\$ 10.00
Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
Late registration fee	\$ 20.00
Information Technology fee	\$ 6.00 per credit
Graduation fee	\$ 150.00
Continuing enrollment fee*	\$ 200.00

\*Students who are registered in LS 700 Final Project and who do not submit the project within sixteen weeks must pay the continuing enrollment fee. This fee will subsequently be applied every additional sixteen weeks the student takes to submit the Final Project.

Discount for Senior Citizens: Any person age 62 and older or a graduate of Albertus Magnus College may receive a 10% discount on tuition for courses in the Liberal Studies Program.

## Refund Policy

To drop a course, the student must come in person to the School of Professional and Graduate Studies Office and fill out a Drop Form and pay the \$10 fee at the time of dropping the course. Failure to attend class or merely giving notice to an instructor does not constitute an official drop and may result in a penalty grade being recorded for the course. **There are no exceptions to this policy.** Failure to follow this policy within the time frame indicated below will result in a full charge to the student.

Refund of tuition will be made according to the following schedule:

100% tuition refund prior to the second in-class or \*virtual class meeting

50% tuition refund prior to the third in-class or \*virtual class meeting

No refund after the third in-class or \*virtual class meeting

REMINDER: All fees (registration fee, add/drop fee, course lab fees, art fees, etc.) are non-refundable unless the course is cancelled by the College.

\*Virtual class meeting encompasses all blended and online courses, and the class days are defined as follows:

Blended courses on a Monday/Wednesday schedule

First Class – Monday, start of course

Second Class—Wednesday, first week of course

Third Class—Monday, second week of course

Blended courses on a Tuesday/Thursday schedule

First Class – Tuesday, start of course

Second Class—Thursday, first week of course

Third Class—Tuesday, second week of course

Online courses: For purposes of determining class days for tuition refunds, all online courses will follow a Monday/Wednesday schedule:

First Class – Monday, start of course

Second Class—Wednesday, first week of course

Third Class—Monday, second week of course

Students who drop classes during the 100% or 50% refund schedule (and do not add others) will retain a credit on their account to be used towards the next mod. Students wishing to be reimbursed must make their request through the Business Office by calling 203-786-3025 if they are self-pay, or the Financial Aid Office (203-773-8508) if they have received financial aid. Please note that the decision to drop classes during the 100% or 50% schedule may affect financial aid. Students who have financial aid should consult with the Financial Aid Office when deciding to withdraw.

Financial aid recipients must meet with their financial aid officers before adding or dropping a course (especially if there will be a change in enrollment).

## **Academic Advisement**

Academic advisement in the program is accomplished via appointment by the program director, who assists individual students with course planning, registration, and regular academic reviews. throughout the academic year.

## **Course Load**

Students in the Master of Arts in Liberal Studies Program may enroll for no more than 6 credits per mod.

## **Registration**

Students are notified of the dates for registration by memorandum and are provided with a list of the upcoming course offerings. Students are expected to consult with their Program Director during the registration period. There is a \$10 registration fee per mod payable at the time of registration. An additional \$20 late registration fee is charged to students who fail to sign up for classes during the registration period.

## Degree Completion

In order to qualify for graduation from the Master of Arts in Liberal Studies Program, all credits applied towards the master's degree must be completed within six years from the time a student begins the program. Six months prior to the anticipated date of commencement, the candidates for degrees must

1. Request in writing an official audit of credits (forms are available in the Office of Continuing Education/Accelerated Degree Program.)
2. Pay the degree completion fee of \$150. This fee covers expenses associated with the awarding of degrees and must be paid regardless of participation in the commencement exercises or actual receipt of the diploma.
3. All tuition and fees must be paid in full prior to graduation. Students with outstanding balances will not be able to participate in commencement, receive a diploma, or have transcripts released.
4. All degree requirements must have been completed by the last day of class in order for the student to participate in commencement.

## Graduation with Honors

In the Program, to be eligible to have "With Honors" bestowed at graduation

- The student must have a cumulative G.P.A. of 3.90 and above.
- The student must receive a grade of "A" in LS 700: Final Project.

## Curriculum

The Liberal Studies Program offers the adult learner the opportunity to experience intellectual enrichment and personal and professional growth through the investigation of the fundamental dimensions of the human condition from a variety of disciplinary perspectives. Courses are selected from across four broad thematic areas. Students will develop concrete and widely applicable skills in critical thinking, deep reading, and effective oral and written communication.

The degree of Master of Arts in Liberal Studies is awarded upon the successful completion of thirty-three graduate credits including LS 500, "Examining Culture and Civilization," (taken before the completion of 24 credits), LS 699 Final Project Proposal Writing Seminar and LS 700 Final Project. Each student must take at least one course (3 credits) in each of the following four thematic areas: 1) Society and Culture; 2) Arts and Humanities; 3) Science, Technology and Environmental Studies; and 4) Religion, Philosophy and Moral Choice. This requirement can be waived with the approval of the Director of the Liberal Studies Program.

After completion of a total of ten classes (30 credits), students design their own Final Project, which may be a creative work, a traditional thesis, or a combination of both. Some recent Final Projects have explored the nature of art and mysticism, offered poetic and musical compositions, and interpreted Shakespeare's Hamlet. Students work on their Final Projects under the supervision of two selected faculty readers.

## COURSE DESCRIPTIONS

Cross-listed Leadership courses (LDR 506, LDR 508, LDR 512) are offered on our Main Campus through the Master of Arts in Leadership program, which follows the Modular Schedule academic calendar.

### **LS 500 Examining Culture and Civilization: The Introductory Seminar**

This course examines the study of culture from a variety of contemporary theoretical perspectives. Students will gain an understanding of such concepts as ethno-centrism and social construction, and learn to reflect critically on cultural comparisons. Through reading and writing about contemporary scholarship, students will develop their skills in graduate level research and writing. This course, a requirement for all Liberal Studies students, will help lay the foundation for work in other courses and the Final Project. *3 credits*

### **LS 508 Romanticism and the Arts**

This interdisciplinary seminar will explore the concept of nineteenth-century Romanticism in literature, art, and music. We will consider the importance of emotion and imagination in Romanticism, as opposed to reason, and the idea of the artist in relation to Romantic ideas of the individual, the quest, and nature. Central Romantic preoccupations, such as exoticism, eroticism, and death, will also be examined. Students will encounter paintings by Géricault, Turner, and Friedrich, poetry by Wordsworth, Coleridge, and Keats, and music by Schubert, Beethoven, and Bizet. *3 credits*

### **LS 510 Text and World: An Examination of the Social**

This course operates under the fundamental supposition that the world views (the “texts”) out of which we operate, and the ontological status which we assign to them, are essentially related to human action, which in turn shapes the world in which we live. Examining how “texts” are used to provide both ideological support and legitimization for given social systems’ as well as grounds for rebelling against a given social system, we will turn to three hermeneutics of suspicion developed by Marx, Freud and Nietzsche, and to a hermeneutics of “the given” developed by Paul Ricoeur under the influence of Heidegger and Gadamer. We will also examine theorists in the field of gender studies for their various hermeneutical stances and social implications. *3 credits*

### **LS 525 Eastern and Western Mysticism**

This seminar is a comparative study of Eastern and Western mysticism. The phenomena of an immediate experience of the divine in a variety of religious traditions will be considered from religious, philosophical and historical perspectives. The art, literature, and music which are manifestations of mystical religion will also be considered. *3 credits*

### **LS 527 Value: Cultural and Philosophical Bases for Economic Valuation**

A seminar to trace the meaning and theories of value as formulated by Aristotle, the medievalists, the physiocrats, the mercantilists, the classical economists as well as the Marxists, the marginalists, and the Keynesians. Stress on the development of the theory of value during the nineteenth and twentieth centuries. Is value within us as a subjective, cultural concept or is it extrinsic and objective? Is it inherent in the objects around us? Readings and papers on various philosophers, anthropologists, sociologists, theologians and economists are required. *3 credits*

**LS 539a/b Drafting the Self: Versions of Creativity**

Since everything we experience—everything we read, see, hear, touch, analyze, judge, are smitten by—is a possible quarry for creation, the creative process is inherently cross disciplinary. As the “ultimate” interdisciplinary forum, this seminar is a meeting place, which acknowledges that every experience is a possible resource for the creative process and a possible contributor to the creative product. (a/b denotes a first or second mod for the student). *3 credits*

**LS 542 Utopia, or the Good Life**

This course will explore various intellectual and real efforts to construct the perfect community. In addition to Thomas More’s classic, the course will include Plato’s *Republic*, Edward Bellamy’s *Looking Backward*, Samuel Butler’s *Erewhon*, and B. F. Skinner’s *Walden II*. The students will also read and discuss the anti-Utopias of Mark Twain’s *Connecticut Yankee in King Arthur’s Court* and Aldous Huxley’s *Brave New World*. *3 credits*

**LS 546 Human Genome**

The complications and advantages surrounding our knowing the composition of the genetic self will be the subject of this course. The focus of investigative analysis will be upon such questions as: What is our genetic self? How can this material manifest itself into who we are and what we are? Are there flaws within my genetic self? Who deserves to know of these flaws, and who does not? Can someone actually own parts of me? The personal and social issues contained in this study offer the student an appreciation for, and an understanding of, this scientific development, while also providing a basis for critical analysis of its complexity within the human community. *3 credits*

**LS 548 Cultural Anthropology**

Concerned with the diverse cultural, social and biological patterns of human societies, this course will explore the anthropological approach to culture as the all-encompassing web of shared understandings of human experience and world affecting and guiding human behavior. Cultural anthropology is holistic: it studies human beings within multi-dimensional relational contexts as cultural molds in which they have arisen in time and space, i.e., in history and particular societies. This course will look at universals and at diversity in human group behavior, and will include a consideration of the impact of economic globalization on cultural diversity. Cultural anthropology offers an objective scientific study of human persons as they shape and are shaped by societal and cultural patterns, enabling an understanding of humanity free from ethnocentric assumptions. *3 credits*

**LS 550 Special Topics**

As new courses are developed for the Liberal Studies program, they are initially offered as Special Topics. Faculty have developed several new courses that are currently being offered as Special Topics, including “Art and Social Change”; “Environmental Politics; “The Memoir;” and “The Biology of Diseases.” *3 credits*

**PH 565 Origin of Art**

An examination of central theories in the West regarding the origin, nature, and epistemological and ontological status of works of art. Questions addressed include: What does it mean to call something a work of art? What is the relationship between art and reality? What determines an artwork’s meaning? Do artworks have a fixed meaning? What is the nature of aesthetic judgment? *3 credits*

### **LDR 506 Moral Leadership: Defining the Character of Individuals in Organizations**

In this course we will explore two important and related topics: leadership and ethics in organizations. Questions that will be explored include: What is leadership? How does it differ from management? Does it have an impact on organizational mission and performance? Where are leaders in organizations and what are their roles? What roles do leaders play in shaping the culture and in shaping what is considered right and wrong within the organization? Can ethical reasoning be taught, and if so, how can one learn the needed skills? How can one learn to make right vs. right decisions and explain their decisions to others? Since all organizational decisions are ultimately made and implemented by individuals, we will focus primarily on practical aspects of leadership and ethical decision-making as they impact the individual, rather than looking at more broad issues such as the social responsibility of businesses or organizations. *3 credits*

### **LDR 508 Servant Leadership**

This course is designed as a study of the theory and practice of Servant Leadership. It is also an exploration of how students can apply Servant Leadership in their own lives. Servant Leadership theory was developed by Robert Greenleaf more than 25 years ago. Since that time Servant Leadership has had a profound effect on the business and non-profit world. Students will explore the gulf between those who lead in order to serve others, and those who lead in order to serve self. This exploration will be undertaken from a variety of angles. Students will trace the origins of the Servant Leader concept by reading the book from which Greenleaf obtained the original idea, Herman Hesse's *Journey to the East*. Simultaneously students will explore modern-day examples of Servant Leadership in action through the writings of top management thinkers. Students will tie it all together by constructing practical applications of the Servant Leader theory to be used at work, school, and/or in their personal lives. *3 credits*

### **LDR 512 Leadership & Diversity**

This course will strive to enable students to understand the importance of valuing, as well as managing the diversity of many different kinds of people that are in the workplace. The term diversity goes far beyond race and gender although these two forms of differences have been disadvantaged and underutilized at work. The course will link the potential impact of diversity to individual, group and organizational levels in organizations. There are many employees and managers in organizations who have never engaged in such a course thus students will be asked to consider the loss of teamwork, cohesiveness, synergy, productivity, creativity and other forms of potential in organizations. In this regard, students will be asked to make the classroom a very safe place where differing opinions and ideas may be expressed and in fact, serve as a further basis of the learning. Active class participation will be required; both from students of dominant and non-dominant cultures and social groups. Listening deeply to each other as well as expressing deeply to each other will be encouraged and valued with regard to the grading of the participation factor. *3 credits*

### **LS 568 Postmodernism**

This course introduces students to the concept of postmodernism. It asks, 'what is postmodernism?' It familiarizes students with key texts, authors, and debates in the field of postmodernist theory, and it introduces a variety of accounts of the postmodern (e.g., historical, economic, aesthetic, philosophical, political, cinematic, literary). Students at the

graduate level in the humanities ought to have some rudimentary understanding of what is meant by postmodernism, since it has become a key descriptor in the humanities since the 'seventies. Intellectually, therefore, familiarization with postmodernism contributes to the student's ability to engage in an informed way with contemporary conversations in a variety of fields that comprise 'liberal studies' (anthropology, history, literature, philosophy, cultural studies, political science, sociology and so on). Postmodernism opens up a discussion about the nature of the world we live in, questions related to truth, meaning, value, beauty, morality, justice, and how these things are reconstituted in and by the specific formations of the postmodern world.

### **LS 569 Religion, Society and Culture**

This course will attempt to explore some fundamental aspects of culture and society under the powerful and pervasive presence of religion. In exploring some of the theories and sociological interpretations of religion, establishing a relationship between religion and culture will be emphasized. The recognition and understanding of sacred and profane as religious and sociological entities will provide a useful tool to address real and present issues such as the tension and relationship between modernity and tradition and acceptance and appreciation of cultural values. Even though American culture and American society will be the primary emphasis of this course, there will be opportunity to expand the discussion to other cultures and other societies, both modern and traditional.

### **LS 570 Technology, Science, and Culture**

This course will attempt to explore some fundamental aspects of culture and society under the powerful and pervasive presence of technology. The role of technology in society will be reviewed from prehistoric to the present times—paying particular attention to its rapid and exponential growth in the West. Topics ranging from the industrial revolution to the digital era, from classical science to quantum mechanics will be studied to identify their relationship to identifiable and distinct cultural and intellectual movements such as "Modernity" and 'Post modernity'. These and more recent ones will be explored and studied through art and architecture. The question of whether Modernism's avowed project of "demythification" has succeeded in totally destroying myth, will be raised.

### **LS 571 Myth and Architecture**

Buildings are unavoidably part of us. We are inescapably involved with buildings. Yet, buildings can be objects indifferent to us as real, thriving, living beings. Architecture as art, particularly in the present and recent past, and architecture as embodied realizations of Modernity, may have sacrificed us for who we are, as real, thriving, living beings, for other concerns—some quite trivial. What, then is architecture (or should be) about? Architecture is a remarkably faithful reflection of our values. This course will use architecture to explore these cultural values. As a rationale we will explore the idea that value is ultimately mythical as opposed to technological. Myth and technology will be studied as equally vital forces in our conscious relation to the world. The definitions, implications, and edifications of myth will be the principle subject of this course.

### **LS 572 Consumer Society**

This course examines the role of consumption as a defining feature of American social life since World War II. We explore its impact on work, leisure and identity formation, its epistemological implications (i.e., the relationship between image and reality), and notable theories and theorists of modernism/postmodernism and consumer society.  
*3 credits*



**LS 573 Introduction to Cultural Studies**

Cultural Studies has emerged as an important interdisciplinary field of study bridging the humanities and social sciences. Its roots are usually traced to two institutional settings: the Frankfurt School (the Institute for Social Research at the University of Frankfurt) beginning in the 1920s, and the Birmingham School (the Center for Contemporary Cultural Studies at the University of Birmingham, England) beginning in the late 1950s. This course focuses on the British tradition of Cultural Studies, including its engagements with the German tradition, as well as its impact on American Cultural Studies. By becoming familiar with this tradition of academic exploration, students will demonstrate understanding of, and ability to perform, theories and methods of the study of culture, and they will engage key issues and debates within the field. These include the relationships between culture and social structures, on the one hand, and between culture and social struggles, on the other hand; cultural absolutism v. cultural hybridity; identity formation; globalization; media studies; postcolonialism; postmodernism; race and gender; and the politics of cultural representation. *3 credits*

**LS 699 Final Project Writing Seminar**

The purpose of this seminar is to provide students with instruction on the process of writing their Master of Liberal Studies Final Project. This course will focus on scholarly research, information literacy, and the proper techniques for documenting, editing, and revising academic papers. The seminar format will also allow students to learn from the research and writing experiences of other students in the course. Students will develop Final Project proposals of approximately 1,250 words, plus working bibliography with sources appropriate to graduate level work formatted in MLA or APA Style. *3 credits*

**LS 700 Final Project**

The Final Project is an independent “capstone” work, demonstrating the student’s understanding of the program’s thematic areas as well as the ability to integrate them into a unified vision, showing how the student’s work contributes to a larger understanding of the self and world. The student will be advised by a faculty member appointed by the Director. After the project is completed to the advisor’s satisfaction, it will be submitted to a second reader, assigned by the Director, for approval. Approval and acceptance of the student’s Final Project is a requirement for the Liberal Studies degree. One copy (hard-bound or pdf file) of the approved project must be submitted to the Master of Arts in Liberal Studies Program Director and one to the Director of the Library. *3 credits*

**Requirements:** Students will follow one of the following formats, scholarly or creative:

1. The scholarly project will offer an in-depth analysis of a topic chosen by the student, informed by relevant sources suitable for graduate-level work. The student will explore the topic in the context of one or more of the four thematic areas of the program, the Self in relation to Society, Nature, Transcendence, or Itself. The project will be between 45 and 60 pages, with an appropriate number of scholarly sources in the bibliography. It must be formatted in MLA or APA Style, with in-text citations and a bibliography of Works Cited. Students will use academically appropriate language and revise their writing to eliminate grammatical and mechanical errors.
2. The creative project will employ literary or artistic media to engage with one or more of the four thematic areas of the program. It will be prefaced by a chapter of 25–30 pages, with an appropriate number of creative and/or scholarly sources in the bibliography, in which the student will articulate his or her artistic goals in relation to those of the program, drawing upon relevant scholarly sources to situate the creative work

in its aesthetic and theoretical contexts. It must be formatted in MLA or APA Style, with in-text citations and a bibliography of Works Cited. Students will use academically appropriate language and revise their writing to eliminate grammatical and mechanical errors.

**Prerequisites:** In order to register for LS 700, students must have successfully completed LS699 as well as the MALS course requirements (30 credits) with a minimum 3.0 G.P.A.

**Registration:** Students register for their Final Project at the beginning of a Mod after successfully completing LS 699 and have sixteen weeks to submit the complete project. At the end of sixteen weeks, students registered for LS 700 who have not submitted their complete project must pay a continuing enrollment fee of \$200.00 to continue in LS 700. This fee will subsequently be applied every twelve weeks until the advisor is satisfied the project is complete and has assigned a grade. In order to participate in commencement a student must have completed LS 700 by the end of Mod 4 of that year.

## FACULTY

(\* denotes full-time faculty)

- \***Robert E. Bourgeois**, Anthropology; B.A., Yale University; M.A., Ph.D., University of Chicago
- \***Julia Anne Coash**, M.F.A., Director, Liberal Studies Program; B.A., Southern Illinois University; M.S.Ed., Southern Illinois University; M.F.A., James Madison University
- \***Jeremiah Coffey**, Religious Studies; B.A., Our Lady of Angels Seminary; M.A., University of Toronto; St. Michael's College; Ph.D., Fordham University
- \***Susan Cole**, English; B.A., Duke University; M.A., Ph.D., Harvard University
- \***Sister Mary Faith Dargan**, O.P., Classics; B.A., Albertus Magnus College; M.A., Boston College; Ph.D., The Ohio State University
- \***Norman Davis**, Management and Organizational Behavior; B.A., University of Nebraska; M.A., University of New Haven; Ph.D., The Union Institute and University
- Susan Hawkshaw**, Music; B.A., University of Rochester; M.A., M.Phil., Ph.D., Columbia University
- \***Robert Imholt**, History; B.A., Washington and Lee University; M.A., Ph.D., University of Kentucky
- \***Rev. Kenneth Jorgensen**, S.J., History; B.A., Gonzaga University; M.Div., Weston School of Theology; Ph.D., Columbia University
- \***Sean O'Connell**, Philosophy; B.A., M.A., The Catholic University of America; Ph.D., Fordham University
- \***Paul Robichaud**, English; B.A., M.A., University of Western Ontario; Ph.D., University of Toronto
- \***Matthew Waggoner**, Philosophy, Religion; B.A., Evangel University; M.A., Southwest Missouri State University; Ph.D., University of California, Santa Cruz

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Abbe Miller, M.S., ATR-BC

*Director of Master of Business Administration Program*

Wayne Gineo, Ph.D.

*Director of the Master of Fine Arts in Writing*

Charles Rafferty, M.F.A.

*Director of Education Programs*

Joan E. Venditto, Doctor of Arts

*Director of the Master of Science in Human Services Program*

Ragaa Mazen, Ph.D.

*Director of Master of Arts in Leadership Program; Director of Master of Science in Management and Organizational Leadership Program*

Howard Fero, Ph.D.

*Director of Master of Arts in Liberal Studies Program*

Julia Coash, M.F.A.

# Driving Directions

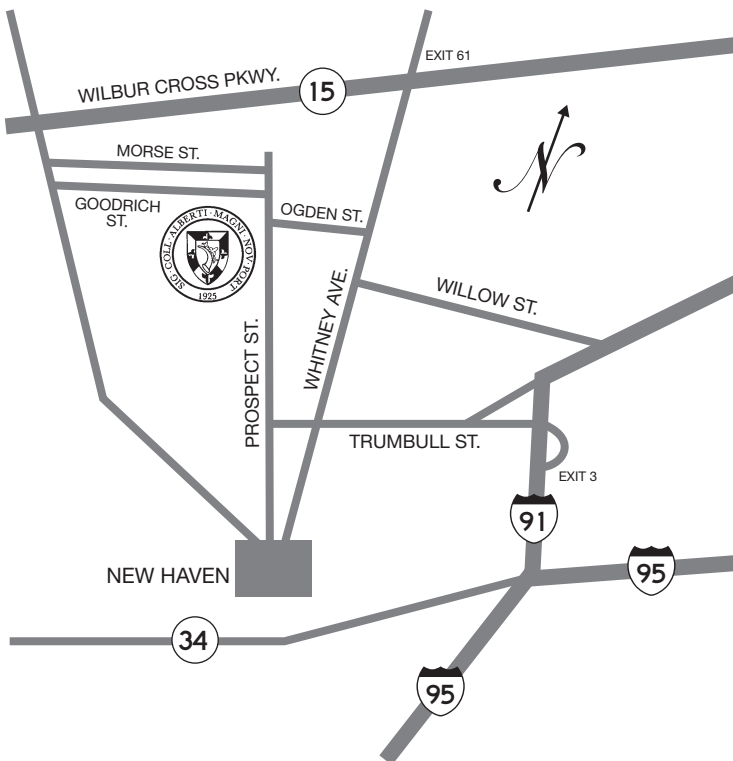
Albertus Magnus is easily reached by major highways from anywhere in the state and is convenient to Greater New Haven and the shoreline via I-91, I-95, and the Wilbur Cross parkway.

## ***From the shoreline east or west of New Haven***

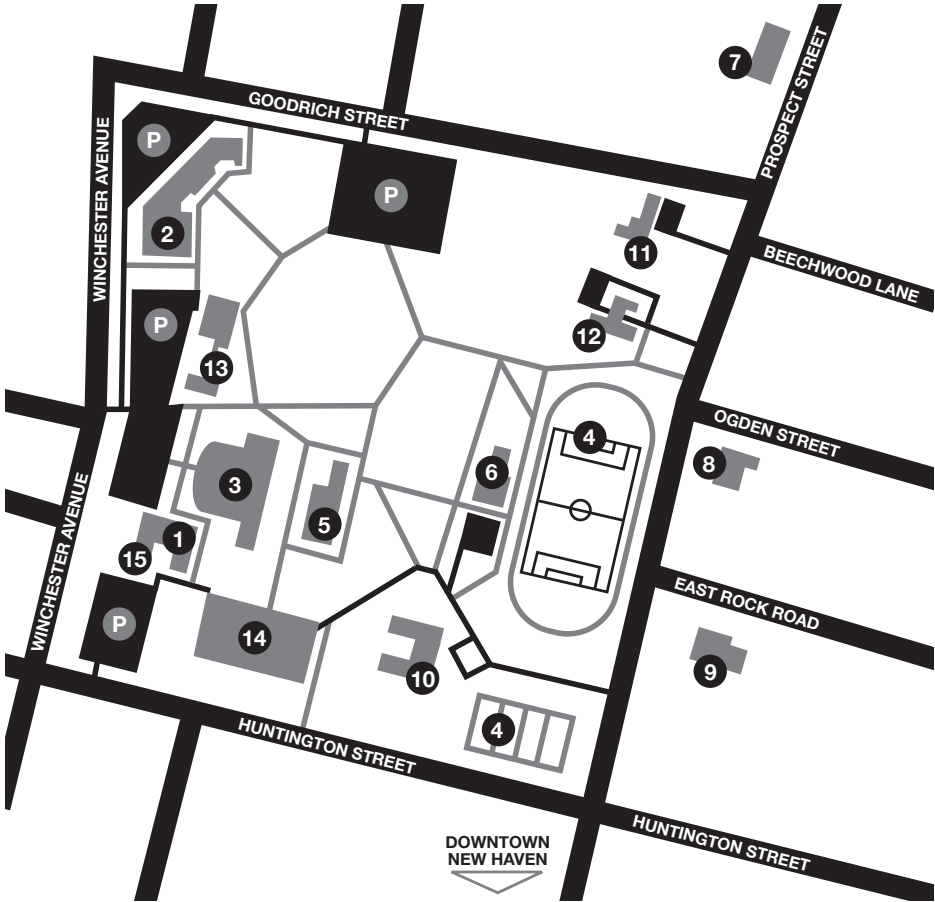
Follow I-95 to I-91 North. Take Exit 3 (Trumbull Street). Go straight ahead on Trumbull to Prospect Street. Turn right and follow Prospect Street about 1½ miles to Goodrich Street. Turn left onto Goodrich Street and after about 100 yards, turn left again at the main entrance to the campus.

## ***From Meriden, Wallingford, and other points north***

Follow the Wilbur Cross Parkway (Route 15) to Exit 61 (Whitney Avenue). Turn right and follow Whitney Avenue about 4 miles to Ogden Street. Turn right onto Ogden and proceed to Prospect Street. Turn right onto Prospect Street and take first left onto Goodrich Street. After about 100 yards, turn left again at the main entrance to the campus.



# Campus Map



- 1 ACT 2 Theatre
- 2 Aquinas Hall/Bree Common
- 3 Hubert Campus Center
- 4 Celentano Playing Fields, Track and Tennis Courts
- 5 Dominican Hall
- 6 McAuliffe Hall
- 7 McKeon Hall
- 8 Mohun Hall
- 9 Nilan Hall

- 10 Rosary Hall
- 11 Sansbury Hall
- 12 Siena Hall
- 13 Tagliatela Academic Center/ Walsh Hall/Chapel
- 14 Cosgrove, Marcus and Messer Sports Center
- 15 Weldon Hall
- P Parking





# Albertus Magnus College

Graduate Programs

Division of Professional and Graduate Studies

700 Prospect Street

New Haven, Connecticut 06511